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ABSTRACT

This handbook is a revised guide for faculty academic advisors at Houston Baptist University (HBU), a liberal arts university in Houston, Texas. The handbook is divided into three sections. The first section, "Academic Advising Research Data," discusses assumptions about the practice of advising and its role in higher education, various definitions of advising, and discussion and review of research on the advisor's role, function, and limitations. The second section is a selection of various lists, resource materials and articles that may be helpful in advising students. The list of resource materials is subdivided into four categories: (1) "The Advising Process," (2) "Responsibilities of the Advisors," (3) "Responsibilities of Advisees," and (4) "Advisee Problems." The third section contains information pertaining to specific departments and to specific HBU regulations. This section lists regulations and responsibilities for academic advisors. Appendixes contain tables detailing test/course requirements for English and Foreign Languages, Business, Christianity and History, Mathematics and Science, and Advanced Standing; as well as common registration questions, grading questions, and a list of referrals and responsible offices at HBU. Contains 62 references. (JB)

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HOUSTON BAPTIST UNIVERSITY

ACADEMIC ADVISING HANDBOOK

1994-95

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PREPARED BY:

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SMITH COLLEGE OF GENERAL STUDIES

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SECTION ONE

ACADEMIC ADVISING RESEARCH DATA

ACADEMIC ADVISEMENT

"ONE OF THE MAIN RESPONSIBILITIES OF ANY INSTITUTION OF HIGHER EDUCATION INVOLVES ACADEMIC ADVISEMENT OF STUDENTS" (WARD, 1979, p. 1).

INTRODUCTION

In most institutions of higher education, faculty members are required to assume the role of academic advisor (Dressel, 1974, p. 57). Until recently, faculty advising had received relatively little or no attention in the literature or on individual campuses even though systems of academic advising involve hundreds of thousands of students, faculty, and paraprofessionals (Raskin, 1979, p. 99). In addition, multiplied millions of dollars in both faculty time and physical facilities are required to support and conduct the activity known as academic advising (Bonar, 1976a, p. 190). Greater interest in advising has developed because of the growing complexity of higher education institutions, because of the ever increasing threat of declining enrollment, and because of the diversity of the students enrolling in the universities. Once viewed as a set of scheduling procedures, academic advising programs have been established to assist students in the development of their human potential (Abel, 1980, p. 151).

ASSUMPTIONS

Universal practice in higher education has students assigned to faculty members in the disciplines in which the students are majoring. Too frequently, however, faculty advisors must work with students who are undecided about a major. The general assumption is that faculty advisors will be able to guide their advisees toward each advisee's collegiate goal–to be graduated within the normal span of four or five academic years (Dressel, 1974, p. 57).

Academic advising systems utilizing the university faculty are based on several assumptions:

1. Faculty members are interested in one-to-one situations with students.
2. Faculty members are the most appropriate persons to guide students in course selections.
3. Faculty members are knowledgeable enough to help students through a maze of degree requirements.
4. Utilizing faculty members is the most financially feasible way of providing academic advising.
5. Students want advice from faculty members concerning each student's specific academic program (Dressel, 1974, p. 57).

DEFINITIONS

It is obvious from perusing the five basic assumptions previously stated that faculty members in the role of academic advisors are essential components for any successful academic advisement program. Perhaps at this point the question should be asked, "What is a faculty advisor?" The American Association of Collegiate Registrars and Admissions Officers has stated that an advisor is "A member of the college staff (usually a member of the instructional faculty) assigned to assist a student with academic planning" (Definitions of Terms for Admissions and Records, 1980, p. 8).

Labeling the faculty advisor the "University Adviser," the Committee on Advising and Counseling at Stanford University asserts that:

> The University Adviser is the student's principal faculty adviser. His prime concern with the student, and the student's with him, is the identification of the student's aims and plans, his interest and abilities, and the planning of a coherent education that builds upon the student's interest and allows him perspective on and awareness of both his limitations and his strengths. The adviser does not plan for the student but helps the student to plan for himself (Study of Education at Stanford, 1969, p. 19).

The Stanford Committee defines the advisor as "...the student's academic advocate, the particular educator who agrees to concern himself with his advisee's best education." In the Committee's view, "The Adviser is not to be interested merely in obedience to regulations but is to pursue with the student the education that best serves and develops that student" (Study of Education at Stanford, 1969, p. 27).

Every student, regardless of the type and size of higher education institution, has occasion to be seen in a counseling relationship by a faculty member, known as the faculty advisor, specifically qualified to assist in decisions concerning academic majors and courses of study. The faculty advisor needs to be aware of the general programs of the institution and, more specifically, the courses within his academic division (Shaffer and Martinson, 1966, p. 46). However, The Advisor's Handbook of San Jose State University emphasizes that "an academic advisor does more than offer advice on academic program planning." It continues that "an academic advisor is that representative of an academic department or program to whom a student can turn for the personal assistance that often accompanies the central activity of the university–instruction" (1980, p. 2).

The definition for faculty advisor at Stephens College indicates that:

> ...every faculty member and professional administrator...assume counseling responsibilities for a group of eight to twelve students. Each adviser is expected to deal with academic, career, and emotional problems, and he has training to qualify him to do so (Mayhew and Ford, 1973, p. 51).

Crocket (1978a) contends that the faculty advisor serves as a coordinator of the advisee's educational experience. The advisor needs the ability to help students define and

develop realistic goals, to perceive their needs accurately, and to match these needs with appropriate institutional resources. A caring and trusting relationship is essential.

It has been stated that the faculty advisor is more than an information and traffic-control officer. The advisor "conveys to the student a philosophy of contemporary education, a rational base for the consideration of problems, and suggests plans of action on which he may move" (Hardee and Mayhew, 1970, p. 21). The faculty advisor is a faculty member who gives advice to the student, usually on matters directly concerned with course work and academic programs (Bornheimer, et al. 1973, p. 53).

THE FACULTY ADVISOR'S ROLE

The faculty advisor is generally a member of the university faculty who has been assigned to the role or who has responded favorably to an invitation to serve as an advisor (Bloland, 1967, p. 8). The role of the faculty advisor has been described by Hardee and Mayhew in the following ways:

1. The adviser will assist the student in effecting a program of study consonant with the latter's interests and competencies.

2. The adviser will assist the student in periodic evaluation of his academic progress.

3. The adviser will assist the student in initial exploration of long range occupational and professional plans, referring him to sources for specialized assistance.

4. The adviser will serve as coordinator of the learning experiences of the student, assisting in the integration of the various kinds of assistance rendered--health and psychological aids, remedial work, financial aids, religious counseling--the panoply of all services available to the students (1970, p. 11).

To facilitate the foregoing role descriptions, the advisor should have considerable knowledge of the institution's combined educational offerings, including the total available classes, extra classes, special topics classes, independent study classes, laboratories, clinics, and

field experiences. It is essential for the faculty advisor to have a comprehensive knowledge of the curriculum. In addition, the advisor should be familiar with the college campus in its many structural parts; should recognize the prevailing learning climate on campus; and should have acquired, or be in the process of acquiring, adequate skills for communicating with various students in authentic, appropriate, and meaningful ways (Hardee and Mayhew, 1970, p. 11).

Agreeing with Hardee and Mayhew, Higbee (1979) asserts that the role of academic advisor has many facets. Advisors must be knowledgeable and up-to-date on matters concerning (1) curriculum–requirements in the student's majors, as well as general education and graduation requirements of the university; (2) registration procedures; (3) student personnel services–medical, counseling, housing, placement, social, recreational, etc.; (4) financial obligations; and (5) job market and employment information. Higbee (1979) also contends that faculty advisors must know the mechanics of adding and dropping classes; changing majors; transferring from one university, college, or department to another; evaluating transfer credit or courses; petitioning for grade changes; interpreting grade point average computations; and keeping accurate records of each student's progress.

The advisor's role as described in The Advisor's Handbook of San Jose State University includes being the student's academic navigator. Since the advisor is the advisee's primary link to the academic programs of the university, the advisor should be "...the person to whom the student should want to turn for serious, considered advice on academic questions." The advisor and advisee are in actuality "co-navigators" because many basic decisions about an academic program must be made by the student, utilizing input from the advisor. The role as academic navigator involves offering suggestions, questions, criticisms, praise, direction, and any other comments which will help each advisee define and achieve educational goals (1980, p. 2).

In addition, it often happens that advisees and advisors become so closely acquainted that the advisor knows advisees intellectually, emotionally, and sometimes socially as well.

These are products of a productive, equally shared advisor-advisee relationship. Of course, it is not the advisor's duty to act as pal or psychological confidant, but at times the advisee may come to the advisor seeking other kinds of counsel besides the purely academic. The alert advisor should anticipate such "probes" and be prepared to respond to them because the student's academic life can flourish only if it is relatively healthy in other ways, as well as academic (The Advisor's Handbook, San Jose State University, 1980, p. 2).

Another role of the faculty advisor is being the student's advocate. Higbee (1979) refers to this role as "A large order!" because the advisor is "...expected to show a sincere interest in the student, become aware of the student's interests and abilities, and be the student's advocate within the department and the university" (1979, pp. 47-48).

Hardee (1961) has written that the role of faculty advising is a tridimensional activity, consisting of : (1) discerning the purposes of the institution; (2) perceiving the purposes of the student learner; and (3) postulating the possibilities for the student as a learner and promoting these as means are available.

The first dimension, discerning the purposes of the university, requires a knowledge of institutional aims. Within these aims, the goals of general and professional education must be understood. Part of the knowledge to be acquired by advisors is how the content of the individual courses and the method for their teaching produce overall learning. The advisors' search for the learning climate in their respective institutions involves the image the university has for prospective and present students--the texture of the campus, its feeling, and its spirit.

The second dimension, understanding the purposes of the student, is closely related to the first dimension when one considers the fact that students of a given nature generally gravitate toward the institution which will fit their needs, their abilities, and their family and cultural influences.

The third dimension, postulating the possibilities for the student as a learner and promoting these, requires cooperation with and from the student. Hardee (1961) states that "It is the ultimate in the advising role." The perceptive advisor facilitates the student's growth

in wisdom, in the appreciation for and exercise of knowledge, and in the overall integration of learning (1961, p. 116). Advisors need to weigh their reactions and approaches to each individual advisee with one major purpose in mind: to enrich and enhance the advisee's academic pursuits and development. This can be accomplished "...by knowing the student's propensities and responding to them with opinions and help–always when asked, often when not asked" (The Advisor's Handbook, San Jose State University, 1980, p. 2).

Kramer and Gardner (1983) indicate that academic advising is a continuing process with sporadic contact between two individual parties. The role of the faculty advisor and the process of advising may be described by an analogy: the student advisee is climbing a ladder called higher education, maturation, or achievement. There are various points on the ladder called landings–places to rest, to review progress, and to plan for subsequent efforts. The landings are probably located at different places on the ladder according to each student climber's needs, wants, and desires. Simply stated, the advisor's role and responsibility is to be available at each of the landings to help the climber review and learn from past efforts and to plan for what lies ahead (1983, p. 24).

FUNCTIONS OF THE FACULTY ADVISOR

Faculty advisors are selected to provide educational counseling for college students. To be effective, the advisor must recognize that each student has different abilities, interests, aspirations, needs, experiences, and problems. Academic advising cannot, therefore, be a mechanical, routine matter. The faculty advisor's primary responsibility is to help individual advisees plan the program of study that will satisfy university requirements and at the same time meet each student's specific needs. To accomplish this goal, the faculty advisor must urge the student to give ample thought to the matter of education; he must direct the student in examining all significant facets of education while making necessary decisions (Brown, 1972, p. 93).

Although the functions of the faculty advisor vary for different students, the general advising duties are normally as follows:

1. The faculty advisor explains to the student the program of general or basic education as it relates to the first two years of college, to the major of the student, and to preparation for life pursuits generally.

2. The faculty advisor helps the student examine the course offerings in his major, relate these to other possible majors, and understand the graduation requirements for the curriculum leading to an appropriate degree.

3. The faculty advisor helps the student explore the career fields for which his major provides training and obtain related vocational information and survey job opportunities.

4. The faculty advisor serves as a link between the student and the administration by counseling the student on his scholastic problems (course scheduling, course adjustment, and academic progress and by making appropriate referral to other assistance agencies).

5. The faculty advisor serves as a "faculty friend" to the student by demonstrating a personal interest in him and in his adjustment to college; by serving as a central contact person in obtaining information that can be used to help the student; and by allowing the student freedom to make his own choices after the limitations, alternatives, and consequences involved in a decision are pointed out (Brown, 1972, pp. 93-94).

The faculty advisors assigned to advise students who are undecided about a major or majors have somewhat different responsibilities. Instead of helping each student explore the selected major, the advisor assists the student's investigation of potential majors by (1) referring the student to the counseling center for possible vocational testing and guidance and by (2) referring the student to special activities wherein interests may be explored and experiences gained. Once an undecided student has elected a major, it may be necessary to transfer him to a faculty advisor in his newly found major department (Brown, 1972, p. 94).

Hardee (1955) indicates that in helping the student emerge as a better integrated person, the faculty advisor engages in the following three types of activities:

1. Aids the advisee in the selection of a pattern of educational experiences which may result in better personal integration;

2. Assembles, organizes, channels, and centralizes all information, observations, and reports from every source relative to his advisee's progress, needs, abilities, and plans;

3. Assists the advisee at regular intervals to make adequate self-evaluation (1955, p. 164).

Hardee (1959) also suggests that while it is likely that the function of the faculty members serving as advisors may vary among institutions, colleges, and departments, their duties may be similar to the following;

1. The faculty adviser explains to the student the program of general or basic education as it relates to the first two years of college, to the major of the student (if he has expressed interest in a major), and to preparation for life pursuits generally.

2. The faculty adviser plans with the student a schedule of courses with a consideration of the over-all year's work. This may be accomplished through a consideration of the offerings set forth in the various publications of the institution, by considering the student's strengths and needs as revealed by a study of high school tests and grades and of college entrance tests, by personal interview, and by judgments as to his ability contributed by high school principals and teachers.

3. The faculty adviser assists the student in exploring his major field. To accomplish this, he will inter-pret the various departmental publications of the university; in addition, he may refer the student to a special consultant in the field or to the counselors in the vocational guidance office. Finally, he may recommend particular extra class or part-time work activities for the student.

4. Likewise, the faculty adviser assists the "undecided" student in exploring a major field. This is accom-plished by referring him to experts in several fields of specialty, to counselors in the vocational guidance office, to the bureau of testing for supplementary testing, and to various extra class activities wherein interests may be explored and experiences gained.

5. The faculty adviser serves as a "faculty friend" to the student by demonstrating a personal interest in him and in his adjustment to college; by serving as a central contact person in obtaining suggestions, which can be used to help the student, from residence counselor, teacher, or department head; in giving suggestions concerning the student to the residence counselor, teacher, or department head; and by allow-ing the student freedom to make his own choices after the limitations, alternatives, and consequences involved in a decision are pointed out.

6. The faculty adviser serves as a link between the student and the administration by counseling the student on matters of failure, on the procedures for dropping and adding courses, on eligibility for the various exemption examinations in general education, and on admittance to special remedial classes or clinics (1959, pp. 52-53).

Bloland (1967) indicates that the functions of the faculty advisor are group related. He classified the functions into three areas: (1) maintenance or custodial; (2) group growth; and (3) program content. Maintenance functions include those which help perpetuate the organization, follow rules and procedures, and provide a link with the group's history and traditions. The group growth functions are essentially facilitating. They refer to the advisor's contributions which help improve the operation and effectiveness of the group. The group growth functions include: directing consideration toward and assisting with development of group participation skills; organizational structure and procedures; leadership training; effective planning; evaluation; and related topics which apply to groups regardless of their specific objectives (1967, p. 12).

The faculty advisor makes his unique contribution as educator on a university campus in the area of the third function–program content. Specific contributions which the faculty advisor can make in this area are offering program suggestions, recruiting colleagues to provide information and perspectives on issues, helping the members apply their classroom learning to out-of-class situations, and, in general, influencing the program and activities of the group so that they are compatible with objectives and endeavors of the university (Shaffer and Martinson, 1966, p. 79).

Translating the functions and activities of faculty advisors into performance objectives, Hardee and Mayhew (1970) wrote that:

1. The faculty adviser discusses the program of general or liberal education as it relates to the first two years of college, to the declared major of the student, and to preparation for life pursuits both during and after college.

2. The faculty adviser plans with the student a schedule of courses, with consideration of the immediate goals as well as of the long range objectives as those objectives can be determined.

3. The faculty adviser assists the student in exploring his major field by interpreting printed information, by referral to other advisory personnel, in recommending extra class activities or part-time work experiences to clarify roles.

4. The faculty adviser serves as coordinator of the educational experiences of the student, working in company with residence counselor, day-student adviser, teachers, department head, or others who observe or interact with the student.

5. The faculty adviser serves as faculty friend, demonstrating a personal interest in the student and discussing with him the minor to major concerns of his educational pursuit. In this role, the adviser provides the student freedom to make his own choices after the limitations, alternatives, and consequences involved in the decision are pointed out (1970, p. 21).

LIMITATIONS OF FACULTY ADVISORS/ADVISING

Hardee (1959) and Brown (1972) indicate that faculty advisors cannot be all things to all advisees because of the vast differences among students. Faculty advisors must recognize their limitations as counselors. Some of the restrictions impeding the effectiveness of faculty advisors are:

1. A faculty advisor cannot make decisions for an advisee but he can be a sympathetic listener and even offer various possible solutions to the student's problem.

2. A faculty advisor cannot increase the native ability of an advisee, but he can encourage the maximum use of the ability that the student has.

3. A faculty advisor cannot reduce the academic or employment load of a floundering advisee, but he can make recommendations that such adjustments be made.

4. A faculty advisor should not criticize a fellow faculty member to a student, but he can make a friendly approach to any teacher if that teacher is involved in the student's problem.

5. A faculty advisor should not tell an advisee his raw scores on psychological tests, but he can indicate areas in which the student seems weak or strong by discussing centiles derived from local norms.

6. A faculty advisor should not betray a student's confidence on matters of a personal nature, but he can seek appropriate professional assistance in helping a student with minor personal or social adjustment problems (Brown, 1972, pp. 94-95).

7. A faculty advisor should not attempt to handle cases of emotional disturbances which fall outside the behavioral pattern of students adjudged reasonably normal. When complex problems arise concerning financial aid, mental or physical health, or personal-social counseling, faculty should refer students to professional personnel through the Dean of Students Office (The American College Testing Program, 1979a, p. 4.149).

Even though they must recognize their limitations as counselors, faculty members, Eble (1976) warns, may have to add a basic competence in counseling and advising to their professional skills. Such competence may be gained in much the same way as other skills: by learning through study or instruction or practice. Little skill is gained unless faculty members accept the responsibility, give attention to its details, and intelligently engage in doing it (1976, p. 74).

According to Hoffmann (1965), there are two additional factors that hamper the effectiveness of academic advising. Those two limitations are:

1. Competition for the budget dollar by services that are obviously more essential than academic advising, e.g., excellent teaching and outstanding faculty members as well as the apparently endless need for the expansion and maintenance of physical facilities.

2. Faculty reluctance to become engrossed in anything other than teaching and research which pay dividends in money and status (1965, p. 16).

These two factors will make it difficult for universities to cope adequately with the expected rise in emotional and psychological instabilities of students. Colleges and college faculty members must strive to increase, augment, develop, and improve academic advising effectiveness. If they do less, they will be failing in their obligation not only to their students but to themselves (Hoffman, 1965, pp. 16-18).

CONCLUSION/STUDENT BENEFITS

One of the major emphases at Houston Baptist University has been person-to-person education. The University has advertised and is committed to the concept that the student is of utmost importance on the university campus. This concept magnifies the significance of the faculty advisor's role and functions.

When the faculty member accepts the challenge and assumes the responsibility of being an advisor and when other university professional personnel support the faculty member in the advising role, a number of positive student benefits occur. Some of these benefits include the following:

1. The student will know at least one member of the faculty in an other-than-classroom acquaintanceship.

2. The student will have an opportunity to discuss with a faculty member one area of occupational or professional specialty.

3. The student will have a "lifeline" to the adminis-tration through his advisor, a member of the academic community. (In the current era of dissent and press for administrative change, the faculty member can become a strong ally, a trustworthy advisor and evaluator of political action, a teacher of the art and science of campus communication.)

4. The student will have a role model close at hand. The accessibility of an adult who is sought and admired is a powerful stabilizing force in the life of the student learner (Hardee and Mayhew, 1970, pp. 11-12).

"ONE OF THE MAIN RESPONSIBILITIES OF ANY INSTITUTION OF HIGHER EDUCATION INVOLVES ACADEMIC ADVISEMENT OF STUDENTS" (WARD, 1979, p. 1).

SECTION TWO

ACADEMIC ADVISING

RESOURCE MATERIALS

THE ADVISING PROCESS

1. Exploration of Life Goals
2. Exploration of Career/Educational Goals
3. Selection of Educational Program
4. Selection of Courses
5. Scheduling of Classes

(The American College Testing Program, 1979b, p. 14).

"THE WORDS OF THE WISE HEARD IN QUIET ARE BETTER THAN THE CRY OF HIM THAT RULETH AMONG FOOLS"

(ECCLESIASTES 9:17, THE HOLY BIBLE).

THE DO'S OF ACADEMIC ADVISING

1. Appreciate the emotion behind your advisee's words (voice intonation and body language).

2. Constantly try to check your understanding of what you hear (not hear what you want to hear).

3. Do not interrupt your advisee's sentences. Let him/her tell his/her story first.

4. Fight off external distractions.

5. Constantly check to see if your advisee wants to comment or respond to what you have previously said.

6. RELAX - try not to give the impression you want to jump right in and talk.

7. Establish good eye contact.

8. Use affirmative head nods and appropriate facial expressions.

9. Avoid nervous or bored gestures.

10. Intermittantly respond to your advisee with "uh, huh," "yes-s-s," "I see," etc.

11. Ask clarifying or continuing questions (it demonstrates to your advisees that you are involved in what they're saying).

12. Face your advisee squarely. It says that "I'm available to you."

13. Maintain an "open" posture. This is a sign that the helper is open to what the advisee has to say. It is a nondefensive position.

14. Lean towards the other, another indication of availability or involvement.

15. Recognize the advisee's non-verbal behavior. Examples are bodily movements, gestures, facial expressions. Also recognize the para-linguistic behavior. Examples are tone of voice, inflections, spacing of words, emphases and pauses. This will enable you to respond to the advisee's total message and not just words.

16. Recognize verbal behavior of the advisee. Be an active listener and listen for feelings and content behind the words, not just the words. Try to recognize if the feeling of the advisee is anger, happiness, frustration, or irritation and see if this conflicts with the words the advisee uses. This will enable you to respond accurately and effectively to the advisee in full perspective.

17. Offer reflections on what the student is feeling, based on the advisor's observations. Example: "I sense you are kind of tense about this."

18. Self-disclosure which can support the student's experience. Example: "I remember how nervous I was the first time I went in to see an advisor."

19. Offer reflections on what the student is saying. Example: "I hear you saying that you aren't completely sure this is the right major for you."

20. Indirect leads allow the student to choose the direction of the discussion. Example: "What would you like to talk about today?"

21. Direct leads help the student to further explore a specific area. Example: "Can you tell me more about your thoughts on changing your major?"

22. Focusing helps the student zoom in on a particular issue after many issues have been presented. Example: "We're talking about a lot of things here, which one is most important for you to work on now?"

23. Asking questions using "what" or "how" can help the student give more than "yes," "no," "because," or "I don't know" answers. Example: "What do you like about this major and what don't you like" (Crockett, 1988, pp. 313-314)?

1828: KENYON COLLEGE INTRODUCED FACULTY ADVISING. EACH STUDENT WAS TEAMED WITH ONE MEMBER OF THE KENYON FACULTY (LEVINE, 1978, P. 503).

THE DON'TS OF ACADEMIC ADVISING

1. TALKING. You can't listen while you are talking.

2. NOT EMPATHIZING WITH THE OTHER PERSON. Try to put yourself in his/her place so that you can see what he/she is trying to get at.

3. NOT ASKING QUESTIONS. When you don't understand, when you need further clarification, when you want him/her to like you, when you want to show that you are listening. But don't ask questions that will embarrass him/her or show him/her up.

4. GIVING UP TOO SOON. Don't interrupt the other person; give him/her time to say what he/she has to say.

5. NOT CONCENTRATING ON WHAT HE/SHE IS SAYING. Actively focus your attention on his/her words, ideas, and feelings related to the subject.

6. NOT LOOKING AT THE OTHER PERSON. His/her face, mouth, eyes, hands, will all help him/her to communicate with you. They will help you concentrate, too. Make him/her feel that you are listening.

7. SMILING AND GRUNTING INAPPROPRIATELY. Don't overdo it.

8. SHOWING YOUR EMOTIONS. Try to push your worries, your fears, your problems outside the meeting room. They may prevent you from listening well.

9. NOT CONTROLLING YOUR ANGER. Try not to get angry at what he/she is saying; your anger may prevent you from understanding his/her words or meaning.

10. USING DISTRACTIONS. Put down any papers, pencils, etc. you may have in your hands; they may distract your attention.

11. MISSING THE MAIN POINTS. Concentrate on the main ideas and not the illustrative material; examples, stories, statistics, etc. are important but are usually not the main points. Examine them only to see if they prove, support and define the main ideas.

12. REACTING TO THE PERSON. Don't let your reactions to the person influence your interpretation of what he/she says. His/her ideas may be good even if you don't like him/her as a person or the way he/she looks.

13. NOT SHARING RESPONSIBILITY FOR COMMUNICATION. Only part of the responsibility rests with the speaker; you as the listener have an important part. Try to understand. If you don't, ask for clarification.

14. ARGUING MENTALLY. When you are trying to understand the other person, it is a handicap to argue with him/her mentally as he/she is speaking. This sets up a barrier between you and the speaker.

15. NOT USING THE DIFFERENCE IN RATE. You can listen faster than he/she can talk. Use this rate difference to your advantage by trying to stay on the right track,

anticipating what he/she is going to say, thinking back over what he/she has said, evaluating his/her development, etc. Rate difference: Speech rate is about 100 to 150 words per minute; think rate is about 250 to 500 words per minute.

16. NOT LISTENING FOR WHAT IS NOT SAID. Sometimes you can learn just as much by determining what the other person leaves out or avoids in his/her talking as you can be listening to what he/she says.

17. NOT LISTENING TO HOW SOMETHING IS SAID. We frequently concentrate so hard on what is said that we miss the importance of the emotional reactions and attitudes related to what is said. A person's attitude and emotional reactions may be more important than what he/she says in so many words.

18. ANTAGONIZING THE SPEAKER. You may cause the other person to conceal his/her ideas, emotions, and attitudes by antagonizing him/her in any of a number of ways: Arguing, criticizing, taking notes, not taking notes, asking questions, not asking questions, etc. Try to judge and be aware of the effect you are having on the other person. Adapt to him/her. Ask for feedback on your behavior.

19. NOT LISTENING FOR THE STUDENT'S PERSONALITY. One of the best ways to find out information about a person is to listen to him/her talk. As he/she talks, you can begin to find out what he/she likes and dislikes, what his/her motivations are, what his/her value system is, what he/she thinks about everything and anything that makes him/her tick.

20. JUMPING TO ASSUMPTIONS. They can get you into trouble in trying to understand the other person. Don't assume that he/she uses words in the same way you do; that he/she didn't say what he/she meant; that he/she is avoiding looking you in the eyes because he/she is telling a lie; that he/she is trying to embarrass you by looking you in the eye; that he/she is distorting the truth because what he/she says doesn't agree with what you think; that he/she is lying because he/she has interpreted the facts differently from you; that he/she is unethical because he/she is trying to win you over to his/her point of view; that he/she is angry because he/she is enthusiastic in presenting his/her views. Assumptions like these may turn out to be true, but more often they just get in the way of your understanding.

21. CLASSIFYING THE SPEAKER. It has some value, but beware. Too frequently we classify a person as one type of person and then try to fit everything he/she says into what makes sense coming from that type of person. He/she is a Republican. Therefore, our perceptions of what he/she says or means are all shaded by whether we like or dislike Republicans. At times it helps us to understand people to know their position, their religious beliefs, their jobs, etc., but people have the trait of being unpredictable and not fitting into their classifications.

22. MAKING HASTY JUDGMENTS. Wait until all the facts are in before making any judgments.

23. NOT ALLOWING RECOGNITION OF YOUR OWN PREJUDICE. Try to be aware of your own feelings toward the speaker, the subject, the occasion, etc. and allow for these prejudgments.

24. NOT IDENTIFYING TYPE OF REASONS. Frequently it is difficult to sort out good and faulty reasoning when you are listening. Nevertheless, it is so important to a job that a listener should lend every effort to learn to spot faulty reasoning when he/she hears it.

25. NOT EVALUATING FACTS AND EVIDENCE. As you listen, try to identify not only the significance of the facts and evidence, but also their relatedness to the argument (Crockett, 1988, pp. 315-316.).

"DON'T BE AFRAID TO BE FRIENDLY, YOU'LL BE HELPING SOMEBODY ELSE AS WELL AS YOURSELF" (HOLMES, 1982, P. 58).

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THE STEREOTYPES OF FACULTY ADVISEMENT

Certain aspects of faculty advising have tended to gloss the process so that the true dimensions of advising have been obscured. Among the stereotypes are these:

1. THE AUTOMAT STEREOTYPE. This is the common "slip a coin in and get a schedule out" process wherein the student and advisor interact solely in a mechanical process of working out a program suitable for a given period of registration. In a recent study it was noted that in many colleges the view prevails that when a student has been assisted in arranging a program of classes that has met his/her needs, the major task of advising has been fulfilled. Students deserve much more assistance in the forms of analysis of their achievement, assistance in occupational exploration, referral to remedial and developmental services, effecting suitable work-study and recreation patterns, referral to health services, financial assistance, part-time work, and discussion of appropriate graduate and professional programs with eventual placement.

2. THE THOUSAND-MILE CHECKUP. This stereotype is one that conceives the advisor as active in arranging a program of courses and subsequently checking a month or six weeks thereafter to see how the program has worked. This and little more! This stereotypic action has been described as follows:

> ...the university provided me with a freshman advisor to whom I was to go when my first month's grades were turned in, and regularly thereafter once a month. My particular advisor was an ascetic-looking assistant professor in English, very scholarly and by no means interested in callow freshmen. He had a half-dozen other freshmen besides me to advise, and his technique was to get rid of us as quickly as possible. Every month he gave me my grades and said, "That's fine; you're doing very well." I said, "Thank you," and walked out. In later years when I became interested in the institution of freshmen advisors, I questioned numerous students on the campus and found not one who had received more advice from his [sic] than I had from mine.

3. THE PATCH-AFTER-CRASH STEREOTYPE. In this role, the faculty advisor is galvanized into action at moments of crisis. The student fails miserably, is entrapped in a violation of academic or social regulations, is about to drop or be dropped, with the result that the faculty advisor races to the scene–office of the academic or personnel dean–with sirens blowing. Too little and too late is usually the appraisal of this well-intentioned but ill-planned maneuver.

4. THE MALEVOLENT BENEVOLENCY. One more stereotype surely deserves to be mentioned. It is that which pictures the faculty advisor as mother hen, with a wingspread like that of an eagle, hovering over the student by day and by night– protecting, preventing, paternalizing. Probably, at some time or another, the advisor wonders if he/she is not prolonging infancy. These times should be rare–in the early weeks, for instance, when for the freshmen, the break from home and home town may seem cataclysmic. It must be patently understood that any program of faculty advising that stultifies human growth and development cannot be justified.

There are assuredly other stereotypes, but the ones noted above seem to illustrate some myths and confusions about the advisor role. All these certainly miss the point of real importance: the consideration of the learner in the climate of his learning (Hardee and Mayhew, 1970, pp. 10-11).

"ALL ALONG THE JOURNEY THROUGH COLLEGE TO GRADUATION–BUT ESPECIALLY AT THE BEGINNING –STUDENTS NEED GUIDANCE AND INDIVIDUALIZED INSTRUCTION IN DEVELOPING A WIDE RANGE OF KNOWLEDGE AND RELEVANT SKILLS" (FORREST, 1982, P. 41).

STRATEGIES OF ADVISEMENT

Emphasized below are basic strategies of advisement used to assist in individual student development. Please review them carefully.

A. Attempt to become acquainted with the advisee in as many aspects as possible.

Getting to know the advisees outside the formality of the office when possible, and not only during class scheduling or unusual circumstances, can be extremely valuable. Knowing the academic abilities and background of the advisee is also important. Having good documentation (the advising folder) such as high school courses with grades, rank in graduating class, ACT or SAT scores, transfer courses and grades from other universities, and present academic status is essential when assessing a student's ability and future direction.

B. Explore the objectives, interests, and motivations of the advisee.

The advisee's actual certainty of future objectives and goals is difficult to ascertain. When the advisor has some knowledge of the advisee's non-academic background – such as home influence, hobbies, and friends – a more thorough type of advisement is possible.

C. Develop rapport with advisees.

If the student knows the advisor as a professional person who has a genuine interest in students, the advisement process becomes much more beneficial for both advisor and advisee.

The student should be encouraged to become acquainted with other faculty members in the department, for multiple contacts can be useful to the student who is attempting to assess his personal goals.

D. Become knowledgeable concerning university rules, policies, regulations, and procedures which affect academic programs and activity.

Every advisor must be well informed regarding current academic policies and procedures for these are the foundations on which all advisement efforts will be built. Review of prior policies and study of new policy changes should be a regular activity of each advisor before beginning each registration period.

Familiarity with courses generally taken by advisees, the characteristics of teachers of the courses, and how the courses have been appraised by prior students can make the advisement process smoother and more successful.

Suggestions for student involvement in campus activities is often the key to retention in school.

E. Evaluate student motivation.

Enhancing a student's motivation by capitalizing on good academic planning can be a very helpful strategy. While lack of motivation is generally recognized as the most common cause of poor academic performance, no clear cut methods to help a student achieve maximum motivation have been developed. Suggested strategies might include:

1. Matching courses early in the program to the student's academic strengths, interests, and background.

2. Helping the student, when possible, have a chance to build on success rather than failure.

3. Challenging capable students to continue their efforts toward academic excellence.

4. Explaining the rewards of a strong academic program and associated good grades.

F. Be aware of the limitations of responsibility which place the burden of the advisement process on the shoulders of the student.

> Obviously, an advisor cannot make decisions for an advisee, but can be a sympathetic listener and offer various alternatives for the advisee's consideration. Advisors cannot increase the ability of a student, but can encourage the maximum use of that ability. While advisors cannot change some aspects of class schedules or employment loads, the students can be referred to the proper offices for such adjustments when desirable.

G. Seek to determine the level of advisement appropriate for your own comfort and training.

> Generally, advisors should not attempt to personally handle complex problems concerning financial aid, mental or physical health, personal or social counseling. When these situations do arise, the faculty advisor should refer students to professional personnel who are specially trained and knowledgeable about dealing with such problems (Morehead State University, 1981).

Good luck during registration and other times of advisement. Please allow the Smith College Office to assist you if you need help.

"LET THE WORDS OF MY MOUTH AND THE MEDITATION OF MY HEART BE ACCEPTABLE IN THY SIGHT, O JEHOVAH, MY ROCK, AND MY REDEEMER"

(PSALMS 19:14, THE HOLY BIBLE).

TRADITIONAL "GOOD ADVISOR" DESCRIPTORS--SOME OBSERVATIONS

1. THEY ARE DERIVED FROM A THERAPEUTIC HELPING RELATIONSHIP--THE RESTORATION OF SOME PART OF A CRUMBLING PERSONALITY.

2. THEY ASSUME THAT THE ADVISOR-ADVISEE RELATIONSHIP CONTINUES BEYOND A SINGLE MEETING.

3. THEY ATTRIBUTE TO THE ADVISOR A SET OF CHARACTERISTICS WHICH DESCRIBE AN ALMOST PERFECT, IF NOT "GOD-LIKE," INDIVIDUAL.

4. THEY PRESCRIBE FOR THE ADVISOR A MOSTLY PASSIVE, RECEPTIVE ROLE WHICH ALLOWS ONLY THE ADVISEE TO BE SEEN "HOLISTICALLY."

5. THEY TEND TO FOCUS THE ADVISEE'S PERCEPTIONS OF THE ADVISOR ON HIS ROLE AS A PAID, TRAINED PRACTICING PROFESSIONAL (AS CONTRASTED WITH HIS BEING A "PERSON").

6. THEY PROBABLY SERVE TO DISCOURAGE FACULTY/STAFF ARTICIPATION IN ADVISOR TRAINING PROGRAMS, CONVEYING, AS THEY OFTEN DO, THE FLAVOR OF "BECOMING A COUNSELOR" AND/OR INTERACTING ARTIFICIALLY WITH STUDENTS.

7. THEY SELDOM DESCRIBE THE INDIVIDUAL WHOM AN ADVISEE ENCOUNTERS, SO THAT STUDENT EXPECTATIONS FOR "WHAT SHOULD BE" IN ADVISORS ARE SHATTERED BY ACTUALLY "WHAT IS" (METZ AND ALLAN, 1981).

WHAT IS A STUDENT?

A STUDENT is the most important person in any educational institution.

A STUDENT is not dependent on us. We are dependent on him/her.

A STUDENT is not an interruption of our work. He/she is the purpose of it.

A STUDENT does us a favor when he/she enrolls. We are not doing him/her a favor by serving him/her.

A STUDENT is a part of our work--not an outsider.

A STUDENT is not just a statistic. He/she is a flesh and blood human being with feelings and emotions like us.

A STUDENT is a person who comes to us with his/her needs or wants. It is our job to fill them.

A STUDENT is deserving of the most courteous and attentive treatment we can give him/her.

A STUDENT is the life blood of this and every other educational institution (source unknown).

RESPONSIBILITIES OF THE ADVISOR

* Helps Student Define and Develop Realistic Goals
* Identifies Special Needs
* Matches Student to Available Resources
* Assists Student to Plan Program Consistent with Abilities and Interests
* Monitors Progress Toward Educational/Career Goals
* Discusses Linkage Between Academic Preparation and World-of-Work

(The American College Testing Program, 1979b, p. 11).

"APPLY THY HEART UNTO INSTRUCTION, AND THINE EARS TO THE WORDS OF KNOWLEDGE"

(PROVERBS 23:12, THE HOLY BIBLE).

ADVISOR BEHAVIORS

INTERPERSONAL ADVISOR BEHAVIORS

1. Teach skills necessary to improve academic standing while at the university (academic survival skills).
2. Make clear the available student personnel resources, such as the counseling center, health center, student center.
3. Be available to students for personal discussions.
4. Help the students to gain an understanding of their own abilities, interests, and goals.
5. Offer a relationship to students that would contribute to a personalized educational experience during orientation.
6. Provide help and encouragement to students to explore the best they can be (to maximize their potentials).
7. Provide an integrated picture of the university with respect to courses, procedures, requirements, and university goals.
8. Encourage students to evaluate themselves in relation to the university and its opportunities.
9. Disclose information about yourself as a person who is going through the process of becoming educated.
10. Show empathy and understanding of the college transition process.
11. Demonstrate personal warmth, respect, and a genuineness related to problems presented by the students.

ACADEMIC ADVISOR BEHAVIORS

1. Demonstrate an understanding of what new students must go through in order to become matriculated.
2. Provide references to other university resources when necessary.
3. Help the students assess realistically their college major choice.
4. Help the students attain their immediate educational goals.
5. Provide information regarding courses, requirements, tests, registration, course changes, and so forth.

6. Interpret test results by relating them to standardized ability tests, and course exemptions.
7. Help students to evaluate and understand their educational goals.
8. Provide time for students to ask questions (Aiken, et. al. 1976, p. 18).

MOST PARTICIPANTS IN GENERAL EDUCATION EXPECT AT LEAST TWO OUTCOMES FOR STUDENTS:

* ACQUISITION OF THE BASIC ABILITIES AND MOTIVIATION NEEDED TO COMPLETE COURSES IN A FIELD OF CONCENTRATION.
* ACQUISITION OF THE ABILITIES NEEDED TO FUNCTION EFFECTIVELY IN A NUMBER OF ADULT ROLES AFTER GRADUATION (FORREST, 1982, P. 7).

CHARACTERISTICS OF A GOOD ADVISOR

A good advisor:

1. Is personally and professionally interested in being an advisor.
2. Listens constructively, attempting to hear all aspects of students' expressed problems.
3. Sets aside enough regularly scheduled time to adequately meet the advising needs of students assigned to him.
4. Knows university policy and practice in sufficient detail to provide students with accurate, usable information.
5. Refers students to other sources of information and assistance when referral seems to be the best student-centered response to be made.
6. Attempts to understand student concerns from a student point of view.
7. Views long-range planning as well as immediate problem-solving as an essential part of effective advising.
8. Shares his advising skills with working colleagues who also are actively involved with advising.
9. Continually attempts to improve both the style and substance of his advising role.
10. Willingly and actively participates in advisor-training programs, both initial and in-service (Metz and Allan, 1981).

"COMPETENT ADVISING REQUIRES RESOURCES JUST AS COMPETENT CLASSROOM INSTRUCTION DOES" (BONAR, 1976B, P. 403).

THE DEVIL'S (ADVOCATE) LIST FOR GOOD-ADVISOR CHARACTERISTICS

THE GOOD ADVISOR SHOULD BE ABLE TO:

1. COAX AND WHEEDLE - "A STUDENT WITH YOUR AVERAGE (3.7) AND BREADTH OF INTERESTS SHOULD BE EXPLORING A VARIETY OF CAREER OPTIONS."

2. COERCE - "IF YOU WANT ME TO SUPPORT YOUR REINSTATEMENT REQUEST THEN YOU MUST SCHEDULE ONLY THESE COURSES NEXT SEMESTER!"

3. CONFRONT - "BUT YOU REALLY DON'T BELIEVE THAT I CAN TELL YOU WHAT TO MAJOR IN, DO YOU?!"

4. PERSUADE - "THE READING AND STUDY SKILLS COURSE WE OFFER CAN CERTAINLY HELP YOU IMPROVE YOUR ACADEMIC PERFORMANCE!"

5. PRESCRIBE - "WITH YOUR SAT SCORES, YOU SHOULD TAKE TWO PREPARATORY MATH COURSES (BEFORE TAKING ENGINEERING CALCULUS) AND GET PLENTY OF TUTORING ASSISTANCE. COME BACK IN THREE WEEKS AND WE'LL CHECK ON HOW THINGS ARE GOING."

6. SUGGEST - "YOU CAN DECIDE WHETHER IT MAKES SENSE, BUT I THINK WITHDRAWING THIS SEMESTER IS THE BEST THING TO DO."

7. DENY - "I KNOW HOW YOU FEEL, BUT I CANNOT RETROACTIVELY DROP YOUR LAST SEMESTER'S COURSE JUST BECAUSE YOU FLUNKED IT!"

8. BACKSLIDE - "LOOK, I KNOW WHAT THE CAMPUS POLICY IS, BUT, GIVEN YOUR SITUATION, I'LL MAKE AN EXCEPTION" (METZ AND ALLAN, 1981).

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LEGAL ISSUES AND ACADEMIC ADVISING

The academic advisor is on the "front line" of the college or university in dealing with students. It is a critical position, and the success or failure of the student's education and growth is influenced greatly by the advising function. In today's litigious atmosphere, the advising function is more critical than ever.

Academic advising occurs under the umbrella of academic affairs. The courts have always hesitated to enter the academic arena and substitute their judgment for that of the academician. In doing so, they have recognized the academic freedom which protects academic decisions, including advising decisions. They have recognized also that their repeated presence in the academic community possibly could cause deterioration in the otherwise beneficial student-faculty relationship. Thus, if academicians do not abuse their discretion in dealing with students, they need not fear judicial intervention. The courts will intervene, however, if evidence exists of arbitrary or negligent treatment of students or a denial of their protected rights. The increasing number of court decisions dealing with classroom and academic matters attests to the growing judicial sensitivity to students' rights in academic affairs. The advisor's job falls within this academic affairs area, and, thus, advisors must understand the legal issues involving four major areas: the contractual relationship between student and institution, guidelines governing privacy of student records, the concept of privileged communications, and academic due process and the need for grievance procedures.

CONTRACTUAL RELATIONSHIP

In academic affairs, a contractual relationship exists between the student and the institution. The basic provisions of the college catalog, recruiting brochures, various bulletins, and the student handbook become part of the contract. The institution sets forth certain requirements for passing courses and for successful completion of programs and subsequent graduation. If students fail to meet the required standards, they can be penalized through such action as dismissal, suspension, or failure to graduate on schedule; if the institution fails to respect its own regulations, then the student may seek judicial relief.

An institution may create certain contractual obligations through statements in its publications. Advisors' obligations and responsibilities usually appear in an advisor's handbook and often in publications readily available to the student. An increasing emphasis on quality advising to enhance retention brings added responsibilities to the advisor. More and more advisors not only are expected to understand such things as scheduling and registration procedures and degree and program requirements, but also they may be expected to function as a referral service or possibly as career counselors. Thus, if institutions promise such services from their advising system, they should ensure that their advisors can deliver these services. Where an advisor did not, or could not, perform his contractual obligation, then possibly liability could be present. Thus, institutions should be conscious of an advisor's obligations which might be created by unequivocal statements regarding advisors' responsibilities.

Most institutions' catalogs state that the ultimate responsibility for knowing degree requirements rests with the student. This type of statement normally would protect advisors if they commit an advising error. Generally, the advisor is not going to be held personally liable for erroneous advising in the absence of gross negligence, irresponsible behavior, or arbitrary or capricious treatment of the student. Advisors should keep notes of their discussions with students during advising sessions. An accurate record of advising sessions would help solve any disputes over the content of previous advising and also serve as a legitimate protection against claims of erroneous advising.

THE BUCKLEY AMENDMENT: ADVISOR'S RESPONSIBILITIES AND STUDENT'S RIGHT TO PRIVACY

Since advisors maintain educational records – records of advisees' grades and other academic information – they must understand the provisions of the Family Educational Rights and Privacy Act of 1974 (commonly referred to as The Buckley Amendment). Basically, this act provides students with access to information placed in their advising files. Furthermore, it ensures that only school officials with a legitimate educational interest may see the student's file. The student's permission must be obtained before any other party may have access to the student's file. Thus, advisors, upon request, must allow students access to their advising file. This fact, however, does exclude a student's right of access to personal notes that the advisor may have made during the advising sessions. Under this Act, these notes constitute records made by educational personnel and kept solely in their possession. Advisors may allow someone who temporarily performs his/her advising duties to see the notes; if the advisor is to be replaced permanently, however, he/she should remove any personal notes from the student's file before transferring the file to the replacement.

Under legislation, the student has the right to an informal hearing regarding material in his record. If at this hearing the student does not receive satisfaction, then he/she may insert explanatory material in the file. The Act specifically denies students the right to a hearing regarding grades received. The student, however, may challenge the accuracy of transferring grades to the student's record.

Information in the file may be sent to parents of financially dependent students without the student's written consent. The registrar's office usually maintains information regarding a student's status as a financial dependent. Institutional policy, however, will determine whether or not information must be sent to parents without the student's consent.

According to the Buckley Amendment, a record also must be kept of requests received from school officials to obtain information from the student's file. The record should not only identify the official making the request, but also the official's legitimate educational reason for requesting the information. The record should remain in the student's file. Each institution is individually responsible for determining which parties qualify as "school officials" and what constitutes a "legitimate educational interest." Advisors should familiarize themselves with their institution's policy governing this matter, as well as other institutional policies regarding implementation of the Buckley Amendment.

PRIVILEGED COMMUNICATIONS

Although the law recognizes the student's right to privacy of his/her educational records, it also recognizes the advisor's right to privileged communications. Thus, in an effort to help a student, advisors can discuss confidential information regarding that student with other appropriate individuals. The courts generally will respect the right to such communications and will not hold the advisor liable for statements considered as privileged comunications. This right, however, is not an absolute one, and advisors must exercise good judgment in making all confidential statements. To determine the appropriateness of confidential discussions, an advisor should simply ask if such a discussion would serve the student's best interest.

At times, students will come to advisors with personal problems; normally these problems should remain confidential. In some instances, however, a student may tell the advisor of certain intentions that would prove harmful to the student or possibly to others, such as the intention to commit suicide or the desire to harm another person. Although the statements are made in

confidence, an obligation rests with the advisor to disclose such information to an appropriate party, such as parents, an intended victim, a school psychologist, or police.

ACADEMIC DUE PROCESS

The courts have mandated that students receive due process guarantees of notice and hearing in disciplinary cases, but students with grievances concerning academic affairs, such as situations involving erroneous advising, disputed grades, or alleged arbitrary course requirements, generally find themselves without due process guarantees. The courts, to this date, have not mandated legally what constitutes due process in academic affairs. Courts generally will respect the institution's procedures for handling academic affairs cases, as well as their decisions resolving these cases. As previously indicated, the courts will intervene in cases involving seemingly arbitrary or capricious treatment of a student. The voluntary application, however, of the spirit and principles of due process to academic affairs can reduce the incentives for legalism and reliance upon the courts by students when they feel aggrieved. With clearly-defined grievance procedures in place, courts will decline to intervene until a student exhausts this administrative remedy. Thus individual departments or divisions of the institution should outline procedures that students will follow in registering any grievances resulting from erroneous advising or any other action taken by the advisor. The following suggested procedures should not be construed as specific prescriptions to cover every case, but rather as a guideline:

1. Institutions should define clearly and publish the responsibilities of advisors and students in the advisor-advisee relationship.

2. Information the student is expected to know, such as academic requirements for continuance and graduation, should be clearly specified and publicized.

3. A well-documented and orderly procedure of appeal should be established and promulgated. A committee should be appointed in each department or division or one committee for the entire institution, if that is deemed appropriate, which would hear complaints by students against advisors for alleged advising errors or negligent and irresponsible advising. The advisor against whom the allegations have been made should receive all due process rights in defending his/her actions.

Implementation and promulgation of these recommendations would not open a Pandora's box with a proliferation of student complaints against advisors. Rather, advisors would maintain a responsible attitude toward students, and students would understand more clearly their responsibilities in the advising process. The channeling of complaints through an appointed committee would formalize a fair and reasonable procedure which does not exist on many campuses today.

Two elements have combined to cause an increase in the number of academic affairs cases: arrival of consumerism to the campus and the lowered age of majority. Consumerism on campus today considers whether or not an institution delivers to the student the product it claims in its various publications, as well as in oral presentations. As legal adults, by virtue of the lowered age of majority, students must accept more responsibility for their actions on campus and thus also may have a great inclination to press charges against the institution when they believe they have received arbitrary or capricious treatment. This does not mean that all students might file a court suit when they reach the age of majority, but since they must accept the responsibilities of that status they will most likely be more zealous of their rights. With these prevailing conditions and the fact that quality advising is fast becoming a criterion for promotion, tenure, and salary increases, advisors should seek to understand the legal issues related to advising. This

understanding will ensure a responsible attitude toward students and protect their rights as well as those of the advisor.

By knowing the current legal parameters and by practicing the "golden rule," advisors will create and maintain those policies and practices which respect the worth and dignity of each student. By doing so, they will help create a better climate for reducing the incentives for legalism and respecting the rights, freedoms, and responsibilities of all (Young, 1982, pp. 41-45).

"THE ADVISOR SHOULD RECORD INFORMATION IN THE ADVISEES' FILES WHICH MAY BE HELPFUL IN FUTURE ADVISING SESSIONS WITH THE STUDENTS AND FOR POSSIBLE USE BY OTHER ADVISORS IN CASE OF REFERRAL OR CHANGE OF MAJOR. THE ADVISOR SHOULD ALSO KEEP A RECORD OF THOSE COURSES WHICH THE STUDENTS WERE ADVISED TO TAKE AND A RECORD OF THE STUDENTS' FINAL SELECTIONS"
(CRAIG, 1981, P. 10).

LEGAL ISSUES AND THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

I. BACKGROUND

FERPA, 20 USC 1232g, also known as the Buckley Amendment, was enacted on August 21, 1974, and took effect on November 19, 1974. It was enacted in response to a growing public awareness regarding government recordkeeping and the dissemination of information commonly considered private in nature. It provides rights of inspection and prohibitions against unauthorized dissemination of educational information and applies to elementary, secondary, and post secondary educational agencies. The Department of Health, Education, and Welfare (now Health and Human Services) was charged with implementing the act and maintains oversight of complaints under the act today.

II. APPLICABILITY

A. The act applies to all public and private institutions of higher education which receive funds made available under programs administered by the Secretary of Education, including federal grant monies, Pell grants, Guaranteed Student Loan Programs, and other such funds. If an institution receives monies under one or more such programs, the regulations apply to the recipient as a whole, including each component or department within the institution. In other words, most institutions of higher education, whether public or private, fall under FERPA regulations.

B. For Texas state-supported institutions, the legislature has incorporated the provisions of FERPA into the Texas Open Records Act, Article 6252-17a, Vernon's Annotated Civil Statutes. Consequently, requests for student records may be referred to the Attorney General for ruling if the records should not be disclosed.

III. DEFINITIONS

Selected definitions include:

A. Student–any individual who is or has been in attendance at an institution and about whom the institution maintains education records. Eligible students are those who are 18 years of age or older.

B. Parent–parent of a student, including natural parent, guardian, or an individual acting as a parent in the absence of a parent or guardian.

C. Attendance–attendance in person or by correspondence. This definition also includes that period of time during which a student might be working under a work-study program. Note that it is not enough to be enrolled; the student must be physically present at the institution except in cases involving a correspondence course.

D. Disclosure–to permit access to education records or the personally identifiable information in the records by any means, including oral, written, or electronic means.

E. Personally identifiable information–student's name, parent and family member names, address of student and parent or family members, a personal identifier such as social security number or student number, a list of personal characteristics or other information which would make the student's identity easily traceable.

F. Directory information - information contained in education records which would not generally be considered harmful or an invasion of privacy if released. Specific examples include student name, address, telephone number, date and place of birth, major field of study, participation in recognized activities and sports, weight and height of athletes, dates of attendance, degrees and awards received, and the most recent previous educational institution attended. For public institutions in Texas, the Attorney General has broadened this list somewhat to include marital status, religious preference, student parking permit information, current class schedule, current number of hours enrolled, and class roster.

G. Education records–those records that are directly related to a student and are maintained by an educational institution. Education records do not include:

1. records of instructional, supervisory, and administrative personnel that are kept in the sole possession of the maker of the record and are not revealed to anyone except a substitute. Example: grade books and lesson plans.

2. records of a law enforcement unit of an educational institution if the records are maintained separately from education records, maintained solely for enforcement purposes, and disclosed only to law enforcement officials of the same jurisdiction.

3. records relating to an individual who is employed by an educational institution that are maintained in the normal course of business, related solely to the individual as an employee, and are not available for any other purpose. Exception: records of an individual who is employed by the educational institution as a result of his or her status as a student are educational records and are not excepted from coverage under this section. Examples include employment records of research and teaching assistants.

4. records that contained information about an individual after he or she is no longer a student at the institution.

5. records of a student that are made or maintained by a physician, psychologist, psychiatrist, or other recognized professional or paraprofessional acting in such capacity which are made or used only in connection with treatment of the student and are disclosed only to persons providing the treatment. Treatment does not include remedial educational activities or activities that are part of the program of instruction.

IV. RIGHTS OF INSPECTION AND REVIEW

A. FERPA provides that an institution must allow an eligible student to inspect and review his or her educational records. The educational agency must provide the records no later than 45 days after requested. The institution must respond to reasonable requests for explanations and interpretations of the records. And records may not be destroyed if there is an outstanding request for inspection. Records not subject to review include:

1. financial records of the parents; and

2. confidential letters and statements of recommendation if the student has waived the right to review and inspect these documents and the letters are related to the student's admission, application for employment, or receipt of an honor or honorary recognition. The waiver is valid only if it is not a condition of admission to the institution or of receipt of a benefit or service from the institution and if it is in writing and signed by the student. If the student provides such a waiver, the student shall receive, upon request, the names of the persons providing the recommendations, and the institution shall not use the letters for any purpose other than that for which they were originally intended. The student may revoke the waiver in writing; however, revocation affects actions only after it is received. In other words, a student may not revoke the waiver in order to see documents already received.

B. If a student believes that the records contain inaccurate or misleading information or information which violates the student's right to privacy, the student may request that the institution amend the records. If the institution does not agree, it shall inform the student in writing and advise the student of the right to a hearing. If, as a result of the hearing, the institution agrees with the student, it shall amend the record and notify the student in writing. If the institution does not agree, it shall advise the student that he or she may place a written statement in the file contesting the information. If the student chooses this option, the statement must be maintained with the contested information and disclosed in conjunction with any release of the contested information. Minimum hearing requirements include:

1. the hearing must be held within a reasonable time after the request;
2. the student will be provided reasonable notice of the date, place, and time;
3. the individual conducting the hearing must not have a direct interest in the outcome;
4. the student must have a fair opportunity to present his/her case and may be assisted by an attorney;
5. the decision must be in writing and rendered within a reasonable time after the hearing. It must be based solely on the evidence presented at the hearing and must include a summary of the evidence and the reasons for the decision.

C. The courts have ruled that FERPA does not provide a means by which a student may obtain information on how a particular grade was assigned. "At most, a student is only entitled to know whether or not the assigned grade was recorded accurately in the student's record." Tarka v. Cunningham, 741 F.Supp. 1281 (W.D.Tex. 1990).

V. DISCLOSURE

A. In general, an eligible student's consent must be obtained prior to disclosing personally identifiable information from the student's educational records. The consent form must be in writing, stating the date, the records to be released, and the purpose of the disclosure. Exceptions to this rule include:

1. directory information unless the student has requested in writing that all or any portion of those items designated as directory information not be disclosed;

2. disclosures to internal officials who have a legitimate educational interest in the information;

3. disclosures to another educational institution where the student seeks or intends to enroll;

4. disclosure is to be made to authorized representatives of the Comptroller General of the U.S., the Secretary of Education, or state and local educational authorities;

5. financial aid which the student has applied for or received if the disclosure is for the purpose of determining eligibility, amount or conditions of aid, or to enforce the terms and conditions of the aid;

6. disclosures to organizations conducting studies for or on behalf of educational agencies to develop, validate, or administer predictive tests or student aid programs or to improve instruction;

7. disclosures to accrediting agencies to carry out accrediting functions;

8. parents of a dependent student, as defined by the Internal Revenue Code;

9. disclosure is to comply with a lawfully issued subpoena or court order if the institution makes a reasonable effort to inform the student in advance of compliance;

10. emergencies if knowledge of the information is necessary to protect the health or safety of the student or other individuals;

11. disclosures of the results of disciplinary proceedings conducted by the institution against the alleged perpetrator of any crime to the alleged victims of any crime of violence.

B. An educational institution has a duty to record and maintain each request and release of personally identifiable information from a student's educational records except when the request is received from an institution official, a parent or eligible student, or a person with written consent or when the request is for directory information.

C. A student's privacy rights under FERPA and the Open Records Act terminate upon death. See, Open Records Decision 524, May 18, 1989.

VI. POLICY REQUIREMENTS

A. FERPA requires each institution to develop a policy spelling out the manner in which the institution advises parents and students of their rights under the act; the procedure to inspect and review records, including legitimate reasons to deny a request, and a schedule of fees for copying; a list of the types and locations of educational records, including the title of the individual responsible for those records; a statement that personally identifiable information will not be released without written consent except under the exceptions listed above; if the institution releases information to internal officials, specify the criteria for defining a legitimate educational interest; a list of the items which constitute directory

information; a statement regarding the right to a hearing and an opportunity to correct or protest the record. The policy shall be in writing and available upon request.

VII. ENFORCEMENT

A. The Family Policy and Regulations Office of the Department of Education is authorized to investigate and review potential violations and to provide technical assistance regarding compliance issues.

B. In the event that the office determines that a complaint is meritorious, the office shall recommend steps necessary to insure compliance with the act and provide a reasonable time for an institution to come into compliance.

C. If an institution does not come into compliance, the department is authorized to terminate all or any portion of the institution's federal funds.

D. There is no private right of action under FERPA; in other words, an aggrieved student may not bring suit in state or federal court for an alleged violation under the act. Tarka v. Franklin, 891 F.2d 102 (5th Cir. 1987) (Footer, 1992).

"CONSUMERISM NOW HAS REACHED THE AMERICAN CAMPUS. CONSUMING STUDENTS ARE READY TO SPOT THE 'LEMON' PROFESSOR OR THE DEPARTMENT THAT DOES NOT PRODUCE 'A PRODUCT' AS GOOD AS IT WAS ADVERTISED TO BE. THEY ARE READY TO SUE OVER THE DEFECTIVE EDUCATIONAL PRODUCTS SOLD AT THE HIGH PRICE OF TUITION" (GUENTHER, 1983, P. 3).

REFERRAL SKILLS SUMMARY

HOW TO REFER STUDENTS

1. Referral decision--ability to determine whether a referral should be made.

   A. Determination of problem(s)

   B. Determination of whether or not you can help and/or are qualified to offer the assistance needed.

   C. Determination of possible agencies or persons to whom the student may be referred.

2. Referral process--ability to professionally refer the student to the proper person or agency for help.

   A. Explain in a clear and open manner why you feel it desirable or necessary to refer.

      1. Take into account the student's emotional and psychological reaction to the referral

      2. Get the student to discuss his problem(s), consider reasons for referral, evaluate possible sources of help, and assist in the selection of the specific person or agency.

   B. Explain fully the services which can be obtained from the resource person or agency you are recommending.

   C. Reassure student about capability and qualifications of resource to help meet the particular need expressed.

   D. Attempt to personalize the experience by giving the student the name of a contact person to ask for or help by calling for an appointment for the student. Give directions to the office if necessary.

   E. Discuss with the student any need for transfer of data and obtain consent and approval for the transfer.

   F. Assist the student in formulating questions to ask or approaches to take.

   G. Transmit to the person or agency who will assist the student all the information essential for helping the student.

3. Follow up–ability to evaluate the appropriateness and effectiveness of the referral.

   A. Determine if the student kept the appointment.

   B. Discuss with the student his or her evaluation of the help received from the agency or person.

   C. Determine whether you selected the appropriate source of help for the student (Crockett, 1988, p. 331).

"FROM AN ADVISING STANDPOINT THE PERSONAL DEVELOPMENT OF THE STUDENT IS AS IMPORTANT AS THE ACADEMIC" (COLLEGE OF SCIENCES AND HUMANITIES, UPDATED, P. 1).

THIRTY REMINDERS OF EFFECTIVE ADVISING

1. Care about advisees as people by showing empathy, understanding, and respect.
2. Establish a warm, genuine, and open relationship.
3. Evidence interest, helpful intent, and involvement.
4. Be a good listener.
5. Establish rapport by remembering personal information about advisees.
6. Be available; keep office hours and appointments.
7. Provide accurate information.
8. When in doubt, refer to catalog, advisor's handouts, student handbook, etc.
9. Know how and when to make referrals, and be familiar with referral sources.
10. Do not refer too hastily; on the other hand, do not attempt to handle situtations for which you are not qualified.
11. Have students contact referral sources in your presence.
12. Keep in frequent contact with advisees; take the initiative; do not always wait for students to come to you.
13. Do not make decisions for students; help them make their own decisions.
14. Focus on advisees' strengths and potentials rather than limitations.
15. Seek out advisees in informal settings.
16. Monitor advisees' progress toward education goals.
17. Determine reasons for poor academic performance and direct advisees to appropriate support services.

18. Be realistic with advisees.

19. Use all available information sources.

20. Clearly outline advisees' responsibilities.

21. Follow up on commitments made to advisees.

22. Encourage advisees to consider and develop conversations for future reference.

23. Keep an anecdotal record of significant conversations for future reference.

24. Evaluate the effectiveness of your advising.

25. Do not be critical of other faculty or staff to advisees.

26. Be knowledgeable about career opportunities and job outlook for various majors.

27. Encourage advisees to talk by asking open-ended questions.

28. Do not betray confidential information.

29. Categorize advisees' questions; are they seeking action, information, or involvement and understanding.

30. Be yourself and allow advisees to be themselves (The American College Testing Program, 1979a, p. 4.138).

"ACADEMIC ADVISING DEPENDS HEAVILY ON ACADEMIC RECORD KEEPING" (BONAR, 1976B, P. 402).

RESPONSIBILITIES OF ADVISEES

* Gathers All Relevant Decision-Making Information
* Clarifies Personal Values and Goals
* Knowledgeable about Policies, Procedures, and Requirements
* Accepts Responsibility for Decisions

(The American College Testing Program, 1979b, p. 13.)

"GIVE DILIGENCE TO PRESENT THYSELF APPROVED UNTO GOD, A WORKMAN THAT NEEDETH NOT TO BE ASHAMED, HANDLING ARIGHT THE WORD OF TRUTH" (II TIMOTHY 2:15, THE HOLY BIBLE).

ACADEMIC ADVISING

How You and Your Faculty Advisor Should Work Together

Each student at Houston Baptist University is assigned to a faculty member who is an advisor for both educational and vocational guidance. The advising process is designed to help students as they make important decisions related to their academic progress at Houston Baptist University. As new advisees, recently admitted students should become familiar with both their advisors and the advising process. Below you will find some guidelines to follow throughout the year to make the advising process a successful part of your Houston Baptist University experience.

WHEN TO SEE YOUR ADVISOR

1. To discuss any problems which affect academic performance.
2. To select courses for the upcoming quarter.
3. To add or drop courses.
4. To register to take a course pass-fail or audit.
5. To discuss academic progress.
6. To declare a major.
7. To file a degree plan.
8. To discuss career considerations.

HOW TO SEE YOUR ADVISOR

1. Become familiar with your advisor's office hours/schedule.
2. Whenever possible, call to make an appointment instead of dropping by without one.
3. If it is necessary to drop by without an appointment, try to do so at a time when your advisor has posted office hours, avoid the busiest time of day (10:00 a.m.-2:00 p.m.), and allow plenty of time in case you have to wait to see your advisor.
4. Because the first and last two weeks of each quarter are the busiest for advisors, schedule longer conferences during the middle portion of the quarter.
5. In order to change advisors, secure a "Request for Change in Faculty Advisor" form from the Smith College Office.

WHAT YOU AND YOUR ADVISOR SHOULD DO

1. You should.....contact and keep in touch with your advisor.
   Your advisor should..post office hours.

2. You should.....make and keep appointments or call if it is necessary to change or cancel an appointment.
   Your advisor should..keep appointments or call if it is necessary to change or cancel an appointment.

3. You should.....come with specific questions in mind.
   Your advisor should..provide accurate and specific information.

4. You should.....come with necessary materials (pencil/pen, class schedule, process form, etc.)
   Your advisor should..have resource material on hand (Houston Baptist University Bulletin of Information, Advising Handbook, etc.)

5. You should.....ask about other sources of information.
   Your advisor should..suggest other sources of information.

6. You should.....be open concerning school work, study habits, academic progress, etc.
   Your advisor should..listen and help you solve problems.

7. You should.....build a schedule free of conflicts in time.
   Your advisor should..check your schedule for appropriate selection of courses.

8. You should.....make decisions concerning careers, choice of majors, and selection of courses.
   Your advisor should..suggest options concerning careers, choice of majors, and selection of courses.

Adapted from How You and Your Advisor Will Work Together by the Undergraduate Advising Center at the University of Iowa, July, 1981.

"OH, TO HAVE AN ERASER THAT WOULD WIPE OUT PAINFUL MEMORIES. NOT SO MUCH OF THE TIMES WHEN WE'VE BEEN HURT, BUT THOSE STABBING MEMORIES OF THE TIMES WHEN WE'VE HURT OTHERS" (HOLMES, 1982, P. 58).

STUDY SKILLS

Study skills provide students with the ability to learn effectively and are fundamental to each student's success in developing talents in communication, mathematical sciences, and reasoning. Study skills goals established by the Coordinating Board include:

1. Learn to pay attention and take thorough, well-organized lecture notes.
2. Practice learning material on your own.
3. Set up a special time and place to study.
4. Learn to manage your study time to meet deadlines.
5. Learn to use libraries, computers, and a typewriter.
6. Learn to follow instructions accurately.
7. Learn how to take tests effectively.
8. Improve your memory skills (Coordinating Board, 1984).

"TODAY IS YESTERDAY'S FUTURE–THE TIME YOU USED TO DREAM ABOUT. DON'T MISS IT BY DREAMING ABOUT TOMORROW. WAKE UP; CLAIM IT! THAT WONDERFUL FUTURE IS NOW" (HOLMES, 1982, p. 58).

STUDY TIPS FOR THE LEARNER

I. SUGGESTIONS FOR IMPROVING WRITTEN WORK

A. Written work reveals ability, desire, and character. It is the most important product that you have to offer in exchange for a grade.

B. The primary requirement of all written work is that it be presented in an interesting, mechanically correct, and attractive manner.

C. Judge the quality of your written composition by questioning its parts, content,and presentation.

D. Observe closely the three basic obligations of all students toward written work:

1. Have a working knowledge of the subject.
2. Present the material in the best possible form and structure.
3. Never pass off inferior work in order to get by.

E. Excellence is the only real quality of written work that is permanent. Excellence in packaging the product (putting written work in an attractive, correct, and neat form) comes from a "sense of pride" in one's work.

F. Adopt practices that will reveal your weaknesses and encourage your improvement. Plot your own methods for adding quality and completeness.

II. PRACTICES FOR BETTER RESEARCH PROJECTS

A. General Research

1. Strive for originality, but depend on your scope of reading and your grasp of material to determine the quality of your theme.
2. Take notes on 3"x5" index cards, and save time by preparing bibliography cards while you are gathering material.
3. Make footnotes and a sound bibliography reflect the scholarship and authority of your paper.

B. Book Reports

1. For short book reports use the four w's – who, where, when, and why to relate the story.
2. In all book reports show your appreciation or lack of it through your study of the characters or the nature of the book. Avoid editorializing to praise or condemn.
3. Observe closely the two obligations that the book report has to the reader:
   a. To describe the book.
   b. To communicate something of its quality or lack of it.
4. Avoid the meaningless superlative and the baseless generalization. There is no "best book ever written" and there is no "greatest literary genius who ever lived."

C. The Meaning of Style

1. Only by reading great writing can you develop a feeling for style.
2. Style in writing is not affectation, novelty, artificial coloring, or fashion. It is simplicity and sincerity based upon concern for the reader.
3. Style in writing is that quality which brightens the obscure, makes instruction agreeable, gives depth to the simple, adds distinctiveness to the ordinary, and brings harmony out of discord.
4. Style is only achieved by those who believe in what they write. The heart must know first what words can produce on the page.

III. GUIDELINES FOR REVIEWING MATERIAL AND TAKING TESTS

A. Review by selecting the important subject matter; concentrate on it rather than on the trivial and incidental.

B. Review by listening for hints and helps given by the instructor just prior to the test.

C. Review by predicting questions for the test. Think how questions can be asked on specific subject matter.

D. Review by reorganizing the subject matter into logical divisions. Keep a sense of unity by being aware of relationships among parts.

E. Review by changing your point of view. Let your imagination add interest to the subject.

F. Review by knowing what "question words" mean. Learn what your teacher expects when certain key words are used.

G. When you take the test or examination, read all questions and instructions carefully and repeatedly until you understand exactly what the answer and the presentation of the answer require.

H. Know the general implications of key and qualifying words in both objective and essay questions. Do not, under any circumstances, make an exception for what the qualifying word asks for.

I. On objective tests give the precise answer; on essay tests give the complete answer. Always remember that quantity without quality will not get a good grade.

J. Observe all rules of neatness, mechanics, and clarity. The attractive paper that is easy to read gets the better grade.

K. Check your paper carefully before you turn it in. Unless you are absolutely sure you have made a mistake, do not change your answers. The first impression, as psychological tests have shown, is more reliable.

L. Improve all future test and examination grades by carefully checking all returned papers. Note your errors and shortcomings so you will not repeat them on the next test (Fogarty, 1981, pp. 137-138).

STUDY TIPS--LISTENING SKILLS

HOW TO BE A GOOD LISTENER

Few skills are more important to learning than the ability to listen. Any capable student can improve his learning effectivness by cultivating a listening ear.

John Drakeford, in his book The Awesome Power of the Listening Ear, suggests some ways to practice the art of listening.

First, decide to be an alert listener. Resist the tendency to "tune-out." Listening is always an active mental process, requiring complete attention to the information being given.

Second, determine the accuracy of all information given and examine the motives of the one giving the information. Seek to understand the reasons the communication is taking place at this particular time.

Third, look for the deeper message given by the facial expressions, gestures, and other body movements of the speaker.

Fourth, evaluate the communication in light of its personal relevance and benefit. Seek to set aside personal biases which block or distort the message.

Fifth, keep interruptions to listening at a minimum. Avoid all unnecessary distractions.

Sixth, anticipate the direction of the speech and mentally forge ahead of the speaker. Compare your insights with his.

Seventh, focus attention on the primary theme of the speech and be aware of material that supports the theme.

Eighth, summarize your thoughts periodically and thus establish a firm basis for future understanding.

Ninth, use all illustrations and examples as reference points for remembering the outline of the speech.

Good listeners do not lean back in a chair with half-closed eyes. Nor do they doodle on a pad or glance impatiently at their watch. Good listeners are alert, relaxed, and guarded against interruptions. Their eyes and mind are focused upon the speaker. Good listeners always seek to give the impression, "Tell me more" (Ryan, 1981, p. 2).

STUDY TIPS--TAKING LECTURE NOTES

COURSE: _____ DATE: _____ PAGE # _____

I. **Three Reasons for Taking Good Lecture Notes.**

A. To aid in studying for examinations. (Supplements and clarifies textbook.)
B. To aid in understanding the professor. (His emphasis and evaluation of materials.)
C. To aid in making a good classroom impression. (Questioning frequently follows lecturing.)

II. **Four Rules for Improving the Listening Process.**

A. Rule #1: Be Prepared!
   1. Read textbook assignments beforehand.
   2. Review previous lecture notes beforehand.
B. Rule #2: Learn Your Professor!
   1. His organization of lectures.
   2. His cues to major points.
C. Rule #3: Listen-Think-Write!
   1. Be attentive to what is said.
   2. Critically evaluate what is said.
   3. Restate what is said. (Be selective and use your own words.)
D. Rule #4: Use Proven Procedures!
   1. Standard-size (8 1/2 x 11) looseleaf notebook.
   2. Separate notes from different courses.
   3. Date notes and number pages.
   4. Use standard abbreviations only.
   5. Write legibly and on only one side.
   6. Use underlining and other emphasis marks.

III. **Three Forms for Taking Lecture Notes.**

A. Paragraph Form (Poorest but Easiest!)
   1. Little organization – new paragraph when subject changes.
   2. Likely to copy instructor's statements word-for-word.
   3. Tiring to study – hard to read solid block of material.
B. Sentence Form.
   1. A series of numbered statements.
   2. Best for following unorganized lecturer.
   3. Difficult to study – major and minor topics undifferentiated.
C. Standard Outline Form (Best but Hardest!)
   1. Uses Roman numerals, capital letters, Arabic figures, and small letters.
   2. Uses indentation to different depths.
   3. Requires thinking and organization to highest degree.
   4. Almost impossible to copy instructor's lecture word-for-word.
   5. Easiest to study – content is logically organized.

IV. **Three Rules for Reviewing Lecture Notes.**

A. Rule #1: Review Lecture Notes Immediately after class!
B. Rule #2: Cross-reference Lecture Notes and Reading Assignments.
   1. To reinforce learning.
   2. To identify material not understood.
C. Rule #3: Recite Major Points Covered in Lecture.
   1. To retard forgetting.
   2. To check understanding (Wehe, 1968, p. 88).

SOMETIMES, A FEW SIMPLE RULES CAN UNCOMPLICATE MATTERS!

1. **IF YOU OPEN IT, CLOSE IT.**
2. **IF YOU TURN IT ON, TURN IT OFF.**
3. **IF YOU UNLOCK IT, LOCK IT UP.**
4. **IF YOU BREAK IT, ADMIT IT.**
5. **IF YOU CAN'T FIX IT, CALL IN SOMEONE WHO CAN.**
6. **IF YOU BORROW IT, RETURN IT.**
7. **IF YOU VALUE IT, TAKE CARE OF IT.**
8. **IF YOU MAKE A MESS, CLEAN IT UP.**
9. **IF YOU MOVE IT, PUT IT BACK.**
10. **IF IT BELONGS TO SOMEONE ELSE AND YOU WANT TO USE IT, GET PERMISSION.**
11. **IF YOU DON'T KNOW HOW TO OPERATE IT, LEAVE IT ALONE.**
12. **IF IT IS NONE OF YOUR BUSINESS, DON'T ASK QUESTIONS.**
13. **IF IT ISN'T BROKEN, DON'T FIX IT.**
14. **IF IT WILL BRIGHTEN SOMEONE'S DAY--SAY IT!**
    (LANDERS, 1983, P. 12).

STUDY TIPS--TIME PLANNING

Time is one measure of life wasted. Time saved is life saved. Effective use of time, like effective use of money, is one way to find more enjoyment and more success from our daily living. Each of us has at his command the same amount of time for each week – exactly 168 hours, no more, no less. Thus it is not the amount of time, but WHAT YOU DO WITH YOUR TIME, that counts most.

The secret of more effective use of time and greater enjoyment of living lies in organizing and planning. Each person will, of course, plan his own 168 hours to harmonize with his unique requirements, inclinations, and interests. But there can be no doubt that wise planning for the use of your time will provide more time for those things you are interested in doing. Each thirty minutes saved through planning is time which can be used to make life richer and better.

Time planning is no magic formula. Its value depends upon study, thought, and effort. The plan suggested here can be a valuable asset to anyone who has the self-discipline to carry it through. To make it work for you, however, you cannot give up and quit after a half-hearted initial effort.

1. <u>BUILD YOUR SCHEUDLE AROUND YOUR FIXED TIME COMMITMENTS</u>. Some activities have fixed time requirements and others are flexible. The most common which you must consider are:
   FIXED: eating, organizations, classes, church, employment
   FLEXIBLE: sleeping, study, recreation, personal grooming

2. <u>PLAN SUFFICIENT STUDY TIME TO DO JUSTICE TO EACH SUBJECT</u>. Most college classes are planned to require about two hours of outside work per week per credit hour. By multiplying your credit load by two you can get a good idea of the time you should provide for studying. Of course, if you are a slow reader, or have other study deficiencies, you may need to plan more time in order to meet the competition from your classmates.

3. <u>STUDY AT A REGULAR TIME AND IN A REGULAR PLACE</u>. Establishing habits of regularity in studying is extremely important. Knowing what you are going to study, and when, saves a lot of time in making decisions, finding necessary study materials, etc. Avoid generalizations in your schedule such as "study." Commit yourself more definitely to "study history" or "study chemistry" at certain hours.

4. STUDY AS SOON AFTER CLASS AS POSSIBLE. Check over lecture notes while they are still fresh in your mind. Start assignments while your memory of the assignment is still accurate. Remember, one hour of study immediately after class is probably better than two hours of study a few days later.

5. UTILIZE ODD HOURS FOR STUDYING. Those scattered one or two hour free periods between classes are easily wasted. Using them for studying will result in free time for recreational activities later on.

6. STUDY NO MORE THAN TWO HOURS ON ANY ONE COURSE AT ONE TIME. After studying for two hours, you begin to tire and your ability to concentrate decreases rapidly. To keep up your efficiency, take a break and then switch to studying another subject.

7. BORROW TIME; DON'T STEAL IT. Whenever an unexpected activity arises that takes up time you had planned to use studying, decide immediately where you can trade for "free" time to make up the missed study time and adjust your schedule for that week (Wehe, 1968, p. 86).

"TO EVERY THING THERE IS A SEASON, AND A TIME TO EVERY PURPOSE
UNDER THE HEAVEN:
A TIME TO BE BORN, AND A TIME TO DIE;
A TIME TO PLANT, AND A TIME TO PLUCK UP THAT WHICH IS PLANTED;
A TIME TO KILL, AND A TIME TO HEAL;
A TIME TO BREAK DOWN, AND A TIME TO BUILD UP;
A TIME TO WEEP, AND A TIME TO LAUGH;
A TIME TO MOURN, AND A TIME TO DANCE;
A TIME TO CAST AWAY STONES, AND A TIME TO GATHER STONES
TOGETHER;
A TIME TO EMBRACE, AND A TIME TO REFRAIN FROM EMBRACING;
A TIME TO GET, AND A TIME TO LOSE;
A TIME TO KEEP, AND A TIME TO CAST AWAY;
A TIME TO REND, AND A TIME TO SEW;
A TIME TO KEEP SILENCE, AND A TIME TO SPEAK;
A TIME TO LOVE, AND A TIME TO HATE;
A TIME OF WAR, AND A TIME OF PEACE"

(ECCLESIASTES 3: 1 - 8, THE HOLY BIBLE).

STUDY TIPS--TIME PLANNING AND TARDINESS

Fortunately, chronic tardiness can be overcome. It is a matter of determining whether the problem of being late is caused by psychological factors or whether the problem of being late is caused by a lack of time management skills. A change in behavior will not come overnight especially if the dilatory person has been late all of his life. Correcting tardiness must be accomplished gradually – one step at a time, like learning to play basketball or establishing new eating habits.

If you are chronically tardy, the tips listed below should assist you in overcoming your problem. You should:

1. Be aware that tardiness is undesirable and causing you and those around you problems.

2. Want to do something about your dilatory actions.

3. Keep a daily diary for three days. Example: "At 7:00 a.m., my alarm went off. At 7:30, I finally dragged my body out of bed. From 7:30 to 8:00, I ate breakfast and glanced through the morning paper. From 8:00 to 8:30, I dressed with an ear tuned to the Today Show on television. At 8:30, I ran to catch the bus. Oops! Not such good timing. I missed it and had a twenty-minute wait for the next bus. At 9:20, I raced from the bus stop to my class."

4. Analyze the diary. Are you getting up too late to accomplish what you must before leaving your home or apartment? Are you daydreaming in bed too long after waking up early? Are you trying to accomplish too many tasks in the allotted time between getting up and getting out the door? Do you have an unrealistic picture of how much time tasks take? For example, do you allow yourself only twenty minutes for the twenty-minute bus ride to school or work, while overlooking the walk to the bus stop and the wait for the bus? If you drive your car to school or work, do you overlook the time needed to find a parking space? Are you taking too much time to decide on the day's wardrobe? Do you spend more time than you really have reading the paper, talking, or watching the morning television shows? Could some of your morning tasks, such as doing dishes and making beds, be put off until night? Could some of the morning tasks be delegated to other members of your household?

5. Take a good look at your environment. Does it help or hurt your timing? Are morning tasks done in as efficient an order as possible? Are cupboards and closets organized to help your time budget?

6. Visualize the ideal morning in which you have accomplished everything you would like to accomplish before leaving for school or work.

7. Assign a time allotment to each task of this ideal morning. Remember that time, like money, is valuable.

8. Compare ideal and real schedules. Rework them until they match.

9. Determine if you need a better understanding of priorities in your morning. Then go through that ideal schedule and divide the tasks into "must do this" and "nice to do this" and "not necessary to do this before class or work."

10. Get the help of others to keep to your schedule. Would it be more efficient for a spouse or older children to do some of the morning tasks? At school or work, would it be more helpful if others did not nag when you arrive late but praise you when you arrive on time to reinforce the positive?

11. Reward yourself for being on time. People respond to rewards. Example: "If I arrive at school or class early, I'll be able to discuss class activities with the professor or classmates." Think positive consequences! "These are the goodies for behavior change."

12. Set your clock and watch ahead. Trick yourself into being on time. (This doesn't work for everyone.)

13. Do not aim for perfection. Your goal should be to arrive a little less late each time.

14. Do not abandon your resolve and accomplishments thus far if you revert one morning and arrive late. Time management is a skill that takes constant practice.

15. Be aware, if time management skills don't correct your tardiness, you may need help in sorting out unconscious feelings that could be behind lateness (Burtoff, 1981, p. 32).

"THE WORDS OF A WISE MAN'S MOUTH ARE GRACIOUS; BUT THE LIPS OF A FOOL WILL SWALLOW UP HIMSELF"
(ECCLESIASTES 10:12, THE HOLY BIBLE).

ADVISEE PROBLEMS

- Academic
- Values and Goal Clarification
- Career Plans
- Interpersonal
- Personal
- Physical

(The American College Testing Program, 1979b, p.7).

"THAT THE WISE MAN MAY HEAR, AND INCREASE IN LEARNING; AND THAT THE MAN OF UNDERSTANDING MAY ATTAIN UNTO SOUND COUNSELS"
(PROVERBS 1:5, THE HOLY BIBLE).

ACADEMIC DIFFICULTY ANALYSIS FORM

Factors which, in the judgment of the student, are contributing to scholastic difficulty in specific subjects. Please indicate subject (history, biology, etc.) and check appropriate items.

	Subject	Subject	Subject
Do not study			
Have reading problem			
Do not hand work in on time			
Am excessively absent			
Am frequently late to class			
Do not spend enough time on lessons			
Have health or other personal problem			
Do not seek help from teacher			
Have poor background for subject			
Am not interested in subject			
Am working too much outside school			
Have too many outside activities			
Other			
Other			
Case unknown			

In conference, the student and I affected the following actions relating to the above:

Student _____ Advisor _____ Date _____

(Brown, 1972, p. 265)

ACADEMIC DIFFICULTY--THE LOW-ACHIEVING ADVISEE

A SELF-INQUIRY ROUTINE FOR ADVISORS

1. Is underachievement a problem with this advisee? Is he underachieving in all areas?
2. What capabilities can I infer from his folder?
3. Has this advisee any physically limiting impediments?
4. Is remedial help available that is free from stigma?
5. Do I really know this advisee's interests? Can I utilize this information for more effective advising?
6. Does this advisee have academic successes? Can I account for his success in some areas, and his lack of success in others?
7. Have I begun to sow seeds of dissatisfaction with complacency?
8. Do I talk with an advisee or to him?
9. Would my assistance in planning a time schedule with the advisee be welcome?
10. Have I had contact with the parents of this advisee? Do they provide support for his efforts?
11. Is this advisee attending class regularly?
12. Does this advisee know how to take notes? Does he use the library?
13. Am I a potent reinforcer? Do my advisees perceive me as a resource?
14. Does this advisee's out-of-class life style support his educational efforts?
15. Does this advisee have solid peer contacts? Is his tour at college a solo performance?
16. Would some other faculty member be more effective as an advisor to this student (Crockett, 1978b, pp. 5.363-5.364)?

1890: HARVARD ESTABLISHED THE "BOARD OF FRESHMAN ADVISORS, "A BODY SPECIFICALLY CONCERNED WITH COUNSELING NEW STUDENTS (LEVINE, 1978, P. 506).

ACADEMIC DIFFICULTY--ADVISING STUDENTS WHO HAVE PERSONAL PROBLEMS

At one time or another most academic advisors have had a student come in to discuss a personal problem. In many cases a sympathetic ear and emotional support are all the student seeks or needs. In some cases, however, the student might need assistance that you are unable to provide. In these instances you need to decide whether or not to refer the student for additional help and, if so, how to go about making the suggestion that further help is required. This section suggests effective strategies for listening and for discussing personal problems with students. Additionally, it outlines some common symptoms or personal distress so that you will be better able to know when a student is suffering with a problem, and it provides guidance on how to decide when to refer a student for further assistance. Finally, procedures for making a referral are outlined.

Active Listening Skills

To be successful in helping students with personal problems, you must first have a clear understanding of the exact nature of the problem. Attaining understanding requires listening in an active and participatory manner. If you are a good listener, you will notice that others are drawn to you. Listening is a commitment and a compliment. It is a commitment to understanding how other people feel and how they see their world. It means putting aside your own prejudices and beliefs, your anxieties and self-interests, so that you can see the world from the other person's point of view. Listening is a compliment because it says to the other person: "I care about what is happening to you; your life and your experience are important." People usually respond positively to the compliment of listening.

Successful listening requires a number of simultaneous activities: paraphrasing, clarifying, feedback, empathizing, being open, and being aware.

Paraphrasing. Paraphrasing is absolutely necessary to good listening because it keeps you busy trying to understand what the other person means, rather than blocking or having your thoughts wander to what you will say next. You can paraphrase by using such leadins as "What I hear you saying is...In other words...So basically how you felt was...Let me understand...what was going on for you was...What happened was...Do you mean...? You should paraphrase every time someone says something important to you.

Clarifying. Clarifying, which often goes along with paraphrasing, means to ask questions until you get a more complete picture. Since your intention is to understand fully what is being said, you often have to ask for more information and background to get a fuller picture of the circumstances surrounding a problem. Concentrate on the main ideas and not the illustrative material; examples, stories, statistics, and the like are important but usually do not represent the main points. Examine them only to see if they prove, support, or define the main ideas. Clarifying helps you sharpen your concentration so that you hear more than vague generalities. Clarifying also lets the other person know that you are interested.

Feedback. After you have paraphrased and clarified what has been said, you need to share, in a nonjudgmental way, what you thought, felt, or sensed. The feedback that you give should be immediate, honest, and supportive. Immediate means giving the feedback as soon as

you fully understand the communication. Honest means expressing your true feelings. Supportive means gently and sensitively reacting to what you hear and feel.

Empathizing. Empathize with the student–try to put yourself in the student's place as if you were he or she but without ever losing the "as if" condition. Concentrate on what the student is saying–focus your attention on his or her words, ideas, and feelings.

Being Open. Being open as you listen means that you hear the whole statement, the entire communication, before judging. If you are judging and finding fault, you will have difficulty listening. Recognize your own prejudices–try to be aware of your feelings toward the student, the subject, and the occasion. Allow for these prejudgments in formulating your feedback.

Being Aware. There are two components to listening with awareness. One is to compare what is being said to your knowledge of history, people, and the way things are. You should do this without judgment, simply making note of how a communication fits with known facts. The second way to listen with awareness is to hear and observe congruence. Does the student's tone of voice, emphasis, facial expression, and posture fit with the content of his or her communication? If someone is telling you that his father has just died but smiles and leans back in his chair with his hands laced behind his head, the message is not making sense. There is no congruence. If body, face, voice, and words fail to fit, your job as a listener is to clarify and give feedback about the discrepancy. If you ignore the incongruity, you are settling for an imcomplete or confusing message.

Total listening. A student coming to you with a personal problem clearly wants you to listen and will look for clues to prove that you are. A number of verbal and nonverbal behaviors can help you listen and can help you communicate the fact of your total attention. Here are a few suggestions on how to be a total listener:

1. Stop talking–you cannot listen while talking.
2. Maintain good eye contact.
3. Lean slightly forward to indicate your involvement.
4. Reinforce the speaker by nodding or paraphrasing.
5. Do not interrupt. Give the person time to finish what he or she has to say.
6. Clarify by asking questions.
7. Move away from distractions.
8. Be committed, even if you are angry or upset, to understanding what the student says.

Indicators of When to Be Concerned

Being aware of signals that indicate the possibility of problems can be helpful to a faculty member in making a judgment about whether or where to refer a student for counseling.

The following signs may indicate that a student could benefit from a referral to the Counseling Center.

Unusual Behavior

1. Withdrawal from usual social interaction
2. Marked seclusion and unwillingness to communicate
3. Persistent antisocial behavior such as lying, stealing, or other grossly deviant acts
4. Lack of social skills or deteriorating personal hygiene
5. Inability to sleep or excessive sleeping
6. Loss of appetite or excessive appetite (starving or binging behavior)
7. Unexplained crying or outbursts of anger
8. Acutely increased activity (i.e., ceaseless talking or extreme restlessness)
9. Repeated absence from classes
10. Unusual irritability
11. Thought disorder (i.e., the student's conversation does not make sense)
12. Suspiciousness, irrational feeling of persecution
13. Irrational worrying or expressions of fear

Traumatic Changes in Personal Relationships

1. Death of a family member or a close friend
2. Difficulties in marriage or family relationships
3. Dating and courtship difficulties
4. Sexual abuse (i.e., rape, incest, harassment)
5. Terminal/chronic illness of a family member

Drug and Alcohol Abuse

1. Indications of excessive drinking or drug abuse (i.e., binges, neglects eating or physical appearance, impaired thinking)

2. Severe drug reaction (i.e., bizarre behavior, unexplained "blackouts" of memory)

3. Being a child of an alcoholic or drug dependent parent

Academic Problems

1. Dramatic drop in grade point average

2. Deficient reading speed or comprehension

3. Poor study habits

4. Incapacitating test anxiety

5. Sudden changes in academic performance

6. Lack of class attendance

Career Choice Problems

1. Dissatisfaction with academic major

2. Unrealistic career aspirations

3. Confusion with regard to interests, abilities, or values

4. Chronic indecisiveness or choice conflict

5. Uncertainty of career alternatives

Taken alone any of these signals may be insufficient to warrant intervention. However, duration of behavior, combination of signals, and the degree of intensity of indicators will determine the type of intervention needed.

When to Refer

Aside from the signs or symptoms that may suggest the need for counseling, there are other guidelines which may help the faculty member define the limits of his or her involvement with a particular student's problem. It is important not only to hear what the student is saying, but to be attentive to the non-verbal behaviors as well as the feelings underlying the message to you. A referral is usually indicated under the following circumstances:

1. When a person asks for referral. However, you need some information from the person to know where the best referral is. It is also a good idea to explore with the student how urgent this need is. It may be that the student is feeling quite upset and some exploration with you will help the individual feel more comfortable being referred.

2. When a student presents a problem or requests information which is outside your range of knowledge.

3. A person contemplating suicide. This has the potential of being the most severe of all crises dealt with herein. Although there are wide differences in the seriousness of suicidal thoughts, any time a student is thinking of it seriously enough to discuss it with you he or she is probabably pretty upset. Although it is important for you to help deal with immediate feelings, a threat to self or others ethically requires strong intervention on the part of the faculty or other professionals. In order to assess the severity of the suicidal thought, a counselor from the Counseling Center or faculty member in the Psychology Department should be contacted. Offer to walk with the student to see the Counselor or Psychology Department faculty member. It is possible to save a life by taking quick, effective action.

4. Someone you feel you have not helped, or whom you've gone as far as you can go with, but who you feel needs help. None of us can help everyone needing help because of personality differences, lack of experience, or a variety of other reasons. When you have the feeling that you have not been helpful, try to be honest with the student and suggest a specific person or agency that would meet the student's needs. Also suggest Counseling or Psychology faculty.

5. Lack of objectivity on your part. You may know the student on other than a professional basis (friend, neighbor, relative), may know the person the student is talking about, or be identifying too closely with the problem being discussed. Any of these may interfere with your ability to be a nonjudgmental listener. It would be better for the student to be referred to someome else.

7. If a student is reluctant to discuss a problem with you for some reason. You may sense that the person may not feel comfortable talking to you; for example, the student might be more at ease talking with a male or female, or a black or white counselor. In that case, you should refer the student to an appropriate individual and suggest that the person is very easy and pleasant to talk to.

8. If a student has physical symptoms. Headaches, dizziness, stomach pains, insomnia can be physical manifestations of psychological states. If students complain about symptoms they suspect (or you suspect) may be connected with their problem, it would be in their best interest to refer them to a professional, possibly the school nurse or the school physician.

How to Refer

When you believe that a student might benefit from professional counseling, speak directly to the student in a straight-forward, matter-of-fact fashion, showing simple and concrete concern. Never trick or deceive. Make it clear that this recommendation represents your best judgment based on your observations of the student's behavior. Be specific regarding the behaviors that have raised your concerns and avoid making generalizations or attributing anything negative to the individual's personality or character.

Except in cases of life threat to self or others, the option must be left open for the student to accept or refuse counseling. It is not uncommon for students to be anxious when being referred to a professional. If you have had positive feedback from other students about the Counseling Center, you could tell the student you have referred others there and that they found it helpful. If the student is skeptical or reluctant for whatever reason, simply express your acceptance of the feelings so that he or she feels free to reject the referral without rejecting you. Give the student room to consider alternatives by suggesting that perhaps you can talk about it later after the individual has had some time to think it over. If the student emphatically says "No," then respect the decision and again leave the situation open should he or she decide to reconsider. Above all, do not rush. Unless it is a matter of clear urgency, go slowly.

If the student agrees to the referral, place the call to the Counseling Center right then, with the student present. Usually, you'll make an appointment through the receptionist. A home and work number may be left and the student can also be called later if the counseling person cannot talk on the phone at that time. In most cases the student can be seen within two days. If it appears to be an emergency, ask to speak directly to a counselor or to have your call returned as soon as possible. If appropriate, suggest to the student that with his or her permission you will give information to the counselor about the nature of the problem. Have the student write down the counselor's name, address, extension, and the time and date of the appointment. Having a confirmed appointment sometimes makes the difference in whether or not the student goes to the appointment. Finally, follow up with the student at a later date to show your continued interest even of he or she did not accept a referral.

To Sum It Up

1. Find out enough about the student's problem to be able to make the best referral.

2. Involve the student in the process. Deal with the feelings about the referral (i.e., objections, fears, etc.). It is better to have them discussed before the student leaves.

3. Go slowly--except in an emergency, the student should be made aware that he or she has a choice to accept or refuse the referral.

4. Be very specific in the referral (identify location, name of counselor, telephone number).

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5. See how much help the student needs in contacting the referral--some may need to be escorted over. On the other hand, try to let the person do as much for himself or herself as you can.

6. Follow up! Even if the student did not accept your referral, following up at a later date will demonstrate your continued interest.

Finally, the referral process is one that should communicate to the student that (1) you are concerned about his or her well-being and (2) you consider the problem one which requires professional attention, which you are unable to provide. These two messages, effectively communicated, can determine the attitude with which the student enters counseling. That attitude affects the progress and outcome of any psychological intervention.

If you have any questions about the material in this section, please contact any of the counselors at the Counseling Center or Department of Psychology (Scott, 1988, pp. 297-303).

"ACHIEVING THE OBJECTIVES OF GENERAL EDUCATION REQUIRES MORE THAN SIMPLY OFFERING COURSES. HOW THESE COURSES ARE TAUGHT, THE KIND OF ADVICE STUDENTS RECEIVE, AND WHAT HAPPENS OUTSIDE THE CLASSROOM ARE EQUALLY IMPORTANT" (FORREST, 1982, P. 15).

ACADEMIC DIFFICULTY--STUDENT MISBEHAVIOR

SHOULD MISBEHAVIOR BE REPORTED? In most instances of minor misbehavior, the stituation can be best handled within the organization through group sanctions and penalties and with the advisor counseling with the students involved. In other instances not covered by existing procedures or policies, the advisor must use his/her best judgment, referring or reporting serious cases of misbehavior or maladjustment to the appropriate college office.

Keeping in mind his responsibilities to the welfare of the individual student, the organization, and the institution, the advisor will also need to consider such other factors as these:

1. Does the type of misbehavior cast a serious doubt on the individual's fitness for his objective? For example, consider the accounting major who embezzles money from the group treasury.

2. Can an otherwise worthwhile young person be deterred from other and more serious misbehavior by firm action and rehabilitative counseling at this stage?

3. Does the misbehavior constitute a criminal act which the advisor's failure to report may result in his being implicated?

4. Are there serious implications for the institution's public posture or relationship with the community?

5. Is the misbehavior symptomatic of possible psychological disturbance on the part of the student which could require professional attention? The counseling center, student affairs office, or dean's office may know of other similar incidents which, with the advisor's report, may indicate a disturbed student who needs assistance.

The responsibility of the advisor to the student is a real one but he must not assume that referral to the student personnel office will necessarily work to the student's disadvantage or result in his dismissal. If the advisor is in doubt as to the correct action, he should consult the dean's office or student affairs office on a confidential basis or at least by describing the situation as a hypothetical case (Bloland, 1967, p. 27). Refer to the current HBU Student Handbook for additional information and specific policies.

"BECAUSE IT IS WRITTEN, YE SHALL BE HOLY, FOR I AM HOLY" (1 PETER 1:16, THE HOLY BIBLE).

ACADEMIC DIFFICULTY--STUDENTS ON ACADEMIC PROBATION

The Role of the Faculty Advisor

Many university personnel who work daily with students on academic probation find that those who are academically dismissed later make relatively common errors in judgment. Many of these students might have stayed in college if they had made different decisions while on probation. Listed below are some student errors occurring most often and the logic students use to make these mistaken judgments. In addition, basic information to help the academic advisor intercede and show the probationary student his mistakes in judgment following each student error.

ERROR 1 ENROLL IN TOO MANY CREDIT HOURS. Students think they can "get it all back" through one heroic try and, thus, attempt to make the entire grade-point-average improvement in a single quarter.

ASSISTANCE: Students on probation should take fewer credit hours, not more. Students who attempt to make large grade-point-average improvements in one quarter usually find they do poorer work because of the multiplying effects of more quizzes, papers, tests, class hours, etc. A maximum course load for students on probation might be the minimum for full-time student classification (8 hours). A student who earns more average grades makes less grade-point improvement than the student who earns fewer, but higher grades.

ERROR 2 AVOID REPEATING COURSES IN WHICH THEY EARN BELOW-AVERAGE GRADES. Students fear repeating courses they earned below-average grades in and, instead, hope to make up the difference in other courses.

ASSISTANCE: Students who earned below-average grades in courses usually should repeat courses as soon as possible – at HBU repeated grades replace original grades taken at HBU in calculating the grade-point-average if the repeated grade is higher than the original. For example, a student who repeats an "F" course and receives a "C" has improved his GPA as much as earning an "A" in another course, because the repeated grade replaces the original in calculations. Most students do imporve a grade upon repeating a course because prior exposure to the course makes them aware of expectations and study needs. Unless the student lacks a prerequisite for repeating the course, he usually should repeat the course to improve his grade-point-average and to remove the failure symbolically, if not physically, from his record.

ERROR 3 ATTEMPT TO DROP A COURSE AFTER THE DEADLINE FOR WITHDRAWALS. Students believe they will receive special consideration because of their situation and expect to withdraw to protect their grade-point-average.

ASSISTANCE: An advisor should emphasize that a student cannot withdraw from courses past the established deadline. The last day to drop a course with a "W" grade is usually the end of the seventh week of the quarter. For specific dates, advisors should consult the university calendar in the current HBU Bulletin of Information.

ERROR 4 FAIL TO RESOLVE INCOMPLETE GRADES WITHIN THE TIME LIMIT. Students hope that they can do nothing and have university officials ignore their incomplete grades. Sometimes they fear completion of the grade (i.e., replacement grade for the incomplete) will hurt their chances for continuation at the university.

ASSISTANCE: Students who do not resolve incomplete grades usually suffer more serious consequences than if they resolved the incompletes routinely. At HBU, incompletes change to failures after one academic quarter. Thus, advisors should inform students of the significance of resolved incompletes compared even to mediocre completion.

ERROR 5 TAKE ADVANCED COURSES WITH A WEAK OR INADEQUATE BACKGROUND. Many students think they must graduate on time and, therefore, must not interrupt the sequence of courses for any reason.

ASSISTANCE: Students sometimes believe they must continue the scheduled sequence of courses in spite of academic difficulties. In rigorous majors, students should repeat some courses, even when they earn passing grades, if they are weak or ill-prepared to continue the sequence. Often students refuse to take a short delay in completing a sequence, which, in turn, may cause a much greater delay if they are dismissed from school for academic reasons. Students should know the difficulty involved in mastering advanced courses in their major and should prepare sufficiently before proceeding.

ERROR 6 TAKE COURSES ON THE ADVICE OF A FRIEND. Students often are "advised" by friends to take courses simply because someone else found these courses met his need.

ASSISTANCE: Students often take courses on the advice of friends. Friends with good intentions may misadvise their peers about courses that are easy and appropriate for some, but difficult and inappropriate for others. The probationary student should place only limited faith in the course selections of friends.

ERROR 7 TAKE ALL OF THEIR EARLY COURSES EXCLUSIVELY IN THE GENERAL EDUCATION AREAS. Students want to get all the basic courses out of the way. The reverse of this is true also. Some students do not want to take any basic courses.

ASSISTANCE: Students frequently feel compelled to complete all general education courses as soon as possible. With this approach, however, a student may become discouraged and lose sight of the relevance of a total education. Thus, an advisor should encourage a probationary student to combine general and major course work, and when possible, to take at least one in his own interest area each quarter.

ERROR 8 SEEK ACADEMIC OR PERSONAL HELP LATE IN THE QUARTER. Students want to succeed on their own and seek help only when it is too late.

ASSISTANCE: Students often fall prey to the myth of self-reliance. They believe that if they are not totally independent they are somehow unfit or unqualified for higher education. Such an assumption is neither true nor necessary. Students need to know about resources available on campus and to be assured that using support services is expected and encouraged as part of the total academic experience.

Exact advice given an individual student depends, of course, on that student's unique situation and the academic rules and regulations of HBU. Nevertheless, academic advisors who discuss the problems mentioned above with probationary students likely will point out many errors their students may be making. Reducing these common errors should reduce the attrition of students who, with proper academic counseling, will go on to adequate scholastic achievement (Russell, 1981, pp. 56-58).

"FACULTY ADVISOR, ARE YOU A VERY EXPENSIVE AND OFTEN INEFFICIENT REGISTRATION CLERK, OR ARE YOU AN INEXPENSIVE AND EFFICIENT EDUCATIONAL ADVISOR AND COORDINATOR" (MOORE, 1976, P. 374)?

CAREER DEVELOPMENT--THOUGHTS TO CONSIDER

Career development is a major concern today. Some of the topics being discussed by students, faculty, administration, and the public which reflect this concern are as follows: relating one's choice of major(s) to getting a job; maintaining academic credibility in the face of economic pressures; and questioning by lawmakers and the public about the relationship between a college degree and the job market.

Below are some suggested practical goals that each student might consider:

One aspect of career development is self-awareness. Students should...

1. Be able to assess their own interests and values that may affect career decisions.

2. Be familiar with resources available to help persons assess their interests.

3. Be able to assess their own specific abilities that may affect pending career decisions.

4. Be able to associate the abilities they are developing with potential choice of career.

5. Be able to identify ways to improve career and occupational capabilities through extracurricular activities and part-time work.

6. Be able to apply the steps of the decision-making process to career decisions.

7. Be able to identify job characteristics which are important to them.

Another aspect of career development is knowledge of the world of work. Students should...

1. Know types of occupations most likely to satisfy their personal interests and values.

2. Know the major duties and required abilities of jobs in the occupational family of their career choice.

3. Understand differences in responsibilities of various jobs within the occupational family of their career choice.

4. Be aware of the general satisfaction people obtain from various kinds of jobs.

5. Understand that technological, economic, and social changes result in decreases in the availability of some kinds of jobs and increases in others.

6. Understand the value of maintaining a number of occupational alternatives.

A third aspect of career development is skills actually required to obtain a job. Students should...

1. Be able to identify the steps in a process of obtaining a job.

2. Know how to find resources to help them in the job-seeking process.

3. Know ways to evaluate and improve their job-seeking skills.

4. Be aware of generally accepted personnel selection practices.

5. Know several sources they can use to find out about job possibilities.

6. Be able to identify a number of job possibilities for which they are educationally qualified and that require the competencies they have developed.

7. Know how to investigate an organization, institution, business, and/or community concerning a job.

8. Be able to evaluate job possibilities considering the job characteristics which are most important to them.

9. Know how the job market operates in specific occupations.

10. Be able to identify the qualifications required for the jobs in which they are interested.

11. Be able to prepare a letter of inquiry and a resume, that reflect their qualifications for the jobs for which they are applying.

12. Be able to obtain and use references appropriate for the jobs for which they are applying.

13. Be able to identify possible questions they may be asked in interviews.

14. Be able to articulate why they are qualified for the jobs for which they are applying (Crockett, 1988, pp. 332-334).

AGRICULTURE and NATURAL RESOURCES
What can I do with this degree?

AREAS	EMPLOYERS	STRATEGIES
ECONOMICS & BUSINESS Appraisals Consultant Risk Management Credit Analyst Management, Retail/Wholesale Marketing Sales Public Relations Finance/Banking Economic and Policy Analysis Commodity Trading Farm Management Foreign Service Self-employment	Agricultural Businesses: Production industries Credit agencies, banks, brokers Real estate and appraisal services Public/private market analysis firms Farm information services utilizing mass communications County agricultural offices Purchasing/supply firms Feedlot operations Federal government/private foundations Farm Cooperative services Agrochemicals Feed/Seed companies	Learn a foreign language(s) and study foreign cultures Plan on securing M.S. or Ph.D. for advancement Investigate co-op program Gain work experience in area of interest Consider study abroad program Learn federal job application procedure
EXTENSION/EDUCATION Teacher: vo-ag County Agent Field Representative Educational Specialist Conference Management Information Systems Analyst Public Relations Representative Information Specialist	Schools Extension services Agricultural agencies Agribusinesses Government agencies-all levels	Obtain teacher certification: secondary area in ornamental horticulture helpful Develop excellent writing and speaking skills Take courses in economics and community development
AG ENGINEERING Power and Machinery Structures and Environment Electronic Systems Soil & Water Conservation Food Engineering Concentration Engineering Technology	Foreign Service Equipment design, testing and manufacturing firms Equipment and food industries including processing, packaging and storing Quality control--food, feed, fiber, etc. Biotechnology research firms Local, state and federal government	Consider co-operative education opportunities Gain experience as mechanic or technician Develop strong math skills and problem solving abilities Need advanced degrees for research and development

AREAS	EMPLOYERS	STRATEGIES
ORNAMENTAL HORTICULTURE & LANDSCAPE DESIGN Horticulturist Designer Entrepreneur Landscape Construction Nursery Management Turfgrass Management Sales Therapist	Landscaping firms, garden centers, parks, golf courses, cemeteries, theme parks, industrial sites Wholesale growers: nurseries, greenhouses, florists City and highway departments Botanical gardens, arboretums Floral designers Government agencies at local, state and national levels Health-related organizations and community centers	Get practical experience in the field Develop skills in speaking, writing and photography Plan on getting a business minor Need H.T.R. (Registered Horticultural Therapist) licensure
OTHER OPTIONS FOR AG MAJORS Field Representative Research & Development Public Relations Advertising Sales/Promotion Management Technical Writer/Editor Entomology/Pathology Molecular/Cell Biology Illustrator Training Manager Radio/Television Broadcasting Labor Relations Peace Corps Regional Planning	Business and industry Nonprofit organizations Peace Corp. Public-health agencies Environmental protection agencies Educational/health-related services Private foundations International agencies Professional trade organizations: publications, videotapes, radio and TV spots Municipal, state, federal agencies	Take electives in areas appropriate for interests Develop strong interpersonal skills and skills in writing and speaking Gain job/volunteer experience and/or practicum/internships in area of interest

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AREAS	EMPLOYERS	STRATEGIES
ANIMAL SCIENCE Field Representative Laboratory Technician Research in Animal Health Inspector Sales Farm Production and Management	Genetic research organizations Agribusinesses: meat, poultry, feed Government laboratories Livestock producers Feed companies; Feedlot operations Educational agencies, including human and animal nutrition Supply and equipment industries Extension services	Gain additional laboratory/research experience Consider co-op experience Obtain knowledge in sales, business principles Develop good communication/teaching skills
Pre-veterinary Medicine option		Get experience in veterinary medical practice
FOOD TECHNOLOGY & SCIENCE Quality Assurance Research Food Chemistry, Microbiology Food Manufacture & Distribution	Food industry, including: Processing plants Quality control units Manufacturing Distribution State and federal laboratories	Plan on securing advanced degrees for promotion Get additional laboratory/research experience Consider co-op experience Take courses in chemistry, biology, microbiology
FORESTRY Forest Recreation Resource Interpretation Resource Management Wood Products/Utilization	Resource management at local, state and federal level Lumber, pulp and paper industries Private industry/landowners Nature Centers	Develop physical stamina, resourcefulness, and outdoor skills Consider a business or computer science minor
WILDLIFE & FISHERIES Conservation Resource/range Management Wildlife/Fisheries Biology Aquaculture	Local, state and federal wildlife, wilderness, research area management Resource management at federal level for foreign countries Private industries, e.g. aquaculture production firms County/municipal agencies Foundations, museums, nature centers, zoos	Develop physical stamina, outdoor skills, and attention to detail Consider business minor; additional communications courses including conflict management Develop skills in working with people Get paid or volunteer experience while in school
PLANT & SOIL SCIENCE Crop Production Management Research Environmental Science Plant Breeding Soil and Water Conservation Pest Management Farm Management Sales	Extension services Federal agencies Agribusinesses Construction agencies at state and local levels for soil and plant tissue analysis Plant propagation/production agencies International agricultural agencies	Consider co-op experience Develop effective communication skills Learn a foreign language Take courses in business, geology

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ART
What can I do with this degree?

AREAS	EMPLOYERS	STRATEGIES
ART MUSEUMS/GALLERIES Education Administration Curatorial Conservation Registrar Sales Publications Development Public Relations Exhibit Design/Preparation Archivist Travel/Tour Guides	Large or small museums government or private Local historical societies	Obtain internship in art museum Develop strength in art history areas Learn computer/clerical skills Take a business minor Acquire strong skills in research, fund-raising, speaking and writing
FINE ARTS	Self Craft guilds Historic sites School/Community programs	Participate in juried shows Secure guild membership Develop alternate means of supplementing income as "insurance"
ART SALES	Galleries/Museums Auction houses Department stores	Gain sales or clerical experience Obtain computer experience Establish contacts by attending shows Volunteer in museums, membership drives, community outreach programs Serve as student assistant in university gallery
RETAILING Buying Store Management Display Design Fashion Coordination Custom Framing	Retail stores, including: department, grocery, drug, specialty, and variety chains	Get sales experience Participate in on-campus interviews Obtain summer or part-time retail work Secure leadership in campus organizations Serve as treasurer or financial officer of an organization Obtain sales position on yearbook or campus newspaper

AREAS	EMPLOYERS	STRATEGIES
EDUCATION Studio Art Fine Arts Art History	Art schools Public/private schools Adult and community programs Libraries	Obtain certification for public school teaching Participate in on-campus interviews Volunteer as tutor, camp counselor, Big Brother/Sister Become member of art clubs Work or volunteer in camps or after-school programs
ARTS ADMINISTRATION	Private, local arts councils, state and federal funding agencies and arts organizations	Try to get a business minor Gain experience with budgets Develop knowledge of bureaucratic environment and government agencies Take courses in journalism and advertising
ART THERAPY	Hospitals, nursing homes Mental health/guidance facilities Rehabilitation centers	Requires specialized training and certification
FASHION, TEXTILE, INTERIOR DESIGN	Pattern companies Apparel manufacturers/textile mills Interior design departments Free-lance Commercial/residential design firms	Prepare a strong portfolio Find internship in production firm Interview professionals in area(s) of interest Create and fit costumes--drama/opera Enter design ideas in magazine contests Become student member of professional organization
GRAPHIC DESIGN Commercial Art Graphic Art Computer Graphics	Newspapers Publishing houses Advertising agencies Large companies--product design Non-technical and technical books, magazines, trade publications	Prepare a strong portfolio Gain technical skills/computer technology Find internship in design firm Work on campus publications: design and layout Get summer or part-time experience at book, magazine or newspaper publishers
ILLUSTRATION	Non-technical and technical books, magazines, trade publications Advertising agencies	Demonstrate wide range of art skills Work on campus publications Develop a strong portfolio Gain knowledge of computer graphics Develop attention to detail and ability to meet deadlines

(Art, p.3)

AREAS	EMPLOYERS	STRATEGIES
MEDIA Sales Programming Design Video Production Editorial Art Journalism Illustration Art Criticism Animation/Cartoons	Corporate media departments Federal, state and local government Nonprofit agencies Public relations and advertising firms Independent production companies Art-related publications Publishing houses	Do free-lancing Compile up-to-date portfolio Gain knowledge of variety of technical equipment Participate in student theatrical productions Serve as audio-visual aide for campus films and lectures Act as photographer for campus events Find part-time or summer employment in sales
PHOTOGRAPHY	Museums and historical societies Hospitals and corporations Media Photo agencies, studios, auction houses Libraries	Be an apprentice with free-lance photographer Prepare a black and white and color portfolio Be a staff photographer for yearbook, campus newspaper or magazine Act as an audio-visual assistant; projectionist
Consultant Preparer Restorer Conservator Corporate Curator Appraiser	Museums and historical societies Commercial firms Corporations Private/public collections	Require specialized training, experience, and knowledge Take art history courses Take courses in chemistry/physics

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BIOLOGICAL SCIENCES

What can I do with this degree?

AREAS	EMPLOYERS	STRATEGIES
BIOTECHNOLOGY Research and Development Laboratory Testing Teaching	Colleges and universities Pharmaceutical companies Agricultural industry including: Fertilizer manufacturers, animal and plant breeding and production Federal and state government laboratories and agencies Industry, particularly biotechnology firms	Develop excellent laboratory skills. Acquire Ph.D. for college and university teaching and advanced positions in research, development, and management. Learn federal and state government job application process. Take additional courses in science and mathematics. Learn to problem solve. Develop work habits that are systematic, precise and patient.
GENETICS Research and Development related to: Animals Plants Humans	Colleges and universities Pharmaceutical manufacturers Large producers of seed, livestock and poultry Large fur breeding farms Government laboratories, including: Department of Agriculture Fish and Wildlife Service National Institutes of Health	Acquire broad background in sciences, mathematics and computer technology. Obtain Ph.D. for advanced positions in research and management. Learn federal government job application process.
MICROBIOLOGY Research Teaching Production Quality Control	Colleges and universities Professional schools of medicine, dentistry, public health, nursing, pharmacy, veterinary medicine and agriculture Private research foundations Government research laboratories and service agencies Hospitals and public health facilities Agricultural experiment stations Food, chemical, pharmaceutical and cosmetic companies Industry including: wood products, paper, textiles, optical equipment, leather and electrical equipment Environmental and pollution control agencies	Obtain Ph.D. for teaching and advanced research and management positions. Take additional courses in chemistry, biology, mathematics and physics. Take courses related to field of interest: botany, plant pathology, chemical engineering. Learn federal, state and local government job application process. May need to obtain specialized certification for some medical areas. Develop necessary eye-hand coordination and group interaction skills.

AREAS	EMPLOYERS	STRATEGIES
MYCOLOGY Teaching Research	Colleges and universities Professional schools of medicine, forestry, and agriculture Medical research laboratories Private research institutes Pharmaceutical industry Public Health Service Industries and laboratories involved in production of food, leather, textiles, and forestry products Chemical manufacturers State and federal government laboratories	Acquire knowledge and skills in specialized areas; knowledge of industry chemistry especially helpful. Take courses in organic chemistry, biochemistry and physics. Acquire graduate degree for more opportunities. Obtain Ph.D. for teaching and advanced positions in research and management. Learn federal and state government job application process.
SYSTEMATIC BIOLOGY Teaching Research Field and Laboratory Taxonomy Toxicology Consulting Medicine	Private and public schools Colleges, universities and agricultural colleges Federal agencies including: Departments of Agriculture and Interior Private research foundations Museums Botanical gardens and arboretums Zoos and aquariums State and local agencies Public health laboratories Hospitals Oil companies Organizations involved in ecological studies National and international environmental research programs	Become certified/licensed for public school teaching. Earn Ph.D. for college and university teaching and advanced research and management positions. Learn federal, state and local government job application process. Develop excellent laboratory skills. Develop foreign language abilities for international opportunities.
ENTOMOLOGY Teaching Research Biological Control Toxicology Biological Survey Extension Inspection	Colleges and universities, especially colleges of agriculture and veterinary medicine Industry, including: Food producers and processors Chemicals for insect control Lumber and pulp	Acquire Ph.D. for college and university teaching and advanced research and management positions.

AREAS	EMPLOYERS	STRATEGIES
	Entomology, Continued	Entomology, Continued
	Chemical companies Pest control companies Federal and state government Health agencies Agricultural Experiment Stations Inspection agencies and control boards Conservation agencies Museums	Learn federal, state and local government job application process. Specialize in areas.
MARINE AND AQUATIC BIOLOGY Food Research Inspection Teaching Analysis	Federal, state and local agencies International agencies Inspection organizations Private recreation organizations Research laboratories Colleges and universities Zoos Armed services Shipping industry Manufacturing	Develop good foundation in mathematics, computer science, statistics and humanities. Learn federal, state and local government job application process. Acquire Ph.D. for college and university teaching and advanced research and management positions. Obtain experience related to fishing and boating.
	Fish hatcheries and organizations raising fish	Specialize in fisheries science.
ZOOLOGY Animal Care/Training Research Curator Teaching Specialized Areas	Wildlife preserves and parks Zoos, aquariums and other collections of animals Museums Research organizations Pharmaceutical, industrial, chemical and agricultural service industries Federal and state agencies Colleges and universities	Acquire excellent communication skills. Obtain experience working with animals and various related laboratory equipment. Develop broad background in biology and other related subjects--chemistry, physics, mathematics and statistics. Acquire graduate degree for advancement and specialized positions. Obtain Ph.D. for teaching and advanced research and management positions. Learn federal and state government job application process.

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AREAS	EMPLOYERS	STRATEGIES
BIOMEDICAL Physiology Biophysics Biochemistry Pharmacology Nutrition Immunology Pathology Research Teaching Quality Control	Colleges and universities Professional schools including colleges of pharmacy, dentistry, medicine, veterinary medicine and agriculture Clinics and hospitals Private research foundations Drug companies Federal laboratories and regulatory agencies Independent testing laboratories Public health departments Agricultural Experiment Stations Industrial laboratories including: chemical, petroleum, food processing, drug and cosmetic manufacturers Armed services	Obtain Ph.D. for college and university teaching and advanced research positions. Acquire background in physics, organic and physical chemistry, mathematics, and anatomy. Take courses in area(s) of specialization. Acquire advanced degrees in areas of specialization; some may require M.D. Learn federal, state and local government job application process.
Engineering		Obtain degree in biomedical engineering or engineering technology.
TECHNICAL WRITING Editing Writing	Newspapers Publishing companies including: scientific magazines professional journals periodicals textbooks biological books	Take technical writing classes or minor. Develop strong writing skills and command of English language. Minor in journalism. Acquire word processing and desktop publishing skills.
ILLUSTRATION	Publishing companies of: textbooks scientific magazines and books Medical and veterinary colleges	Double major or minor in graphic illustration. Find part-time, summer, co-op or internship position.
TECHNICAL SALES	Manufacturing firms including: pharmaceuticals animal pharmaceuticals laboratory equipment medical supplies and prostheses	Develop excellent communication and interpersonal skills. Take courses in anatomy and pharmacology. Obtain retail or selling experience. Acquire a minor in business. Hold leadership positions in campus organizations. Join student American Marketing Association.

AREAS	EMPLOYERS	STRATEGIES
BIOLOGICAL PHOTOGRAPHY	Major medical, dental and veterinary schools Research centers Federal government Museums Zoological societies Pharmaceutical companies Publishing houses Free-lance	Acquire thorough knowledge of photographic procedures and technology. Become skilled with medical and scientific instruments including microscopes. Take specific courses in biological, medical and ophthalmic photography; courses in illustration and printing helpful. Learn federal government job application process.
LEGISLATION Lobbyists	Federal and state government Companies and industries	Acquire internships in federal or state government. Develop excellent communications and interpersonal skills. Learn federal and state government job application process. Get experience in sales.
Congressional Fellows	Federal government	Acquire Ph.D.

GENERAL INFORMATION

- A bachelor's degree will qualify for work as a laboratory assistant, technician, technologist or research assistant. These individuals work as part of a team performing practical operations, e.g., operating laboratory equipment, designing and constructing new equipment, making drawings, building models and assisting in interpretation of results.
- An undergraduate degree can be used for nontechnical work in writing, illustration, sales, photography and legislation.
- Graduate degrees will allow for more responsibility and advancement.

General Information, Continued

- Some work environments, particularly medical, require special certification.
- Learn laboratory procedures and become familiar with equipment.
- Obtain summer, part-time, volunteer, co-op or internship experience.
- Complete various training courses working with laboratory equipment and procedures to enhance job skills and abilities.
- Join professional associations and community organizations to enhance knowledge, abilities and contacts in the field.

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BOTANY

What can I do with this degree?

AREAS	EMPLOYERS	STRATEGIES
PLANT BIOLOGY Anatomy Biochemistry Biophysics Cytology Ecology Genetics Molecular Biology Morphology Paleobotany Physiology Systematics/Taxonomy	Research organizations Colleges and universities Museums Botanical gardens and arboretums U.S. Department of Agriculture branches including: Medical Plant Resources Laboratory, Germplasm Resources Laboratory, Animal and Plant Health Inspection Service, National Arboretum, U.S. Forest Service Federal agencies including: Departments of Interior and State, U.S. Public Health Service, National Aeronautics and Space Administration, the Smithsonian Institution, and Environmental Protection Agency State agencies Ecological consulting companies Industries including petrochemical, chemical, and lumber and paper Companies including pharmaceutical, food, seed and nursery, fruit growers, biological supply houses, and biotechnology firms Environmental and biotechnical regulatory agencies	Obtain Ph.D. for teaching and advanced research positions. Conduct undergraduate research project. Learn high technology techniques. Learn federal and state government job application process.
APPLIED PLANT SCIENCE Agronomy Biotechnology Breeding Economic Botany Food Science and Technology Forestry Horticulture Natural Resource Management Plant Pathology	College and universities including Departments of Agriculture Research organizations Agriculture industry including: lumber and paper, seed and nursery, fruit and vegetable growers, fermentation, food industry and biological supply houses Biotechnology firms	Take courses or double major in area of interest. Learn foreign language for international work. Obtain Ph.D. for teaching, advanced research positions, and administration.

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AREAS	EMPLOYERS	STRATEGIES
	Applied Plant Science, Continued	Applied Plant Science, Continued
	Industries including: petrochemical, pharmaceutical and chemical Ecological consulting companies Federal, state and local government agencies Environmental and biotechnical regulatory agencies	Learn federal, state and local government job application process.
RESEARCH Biotechnology Genetics Cell Membrane	Colleges and universities Research organizations Agricultural organizations Federal government Related industries	Pursue graduate degrees for advanced positions. Develop excellent research and high-technology skills. Learn federal government job application process. Gain related work experience.
ORGANISMIC SPECIALITIES Bryology Lichenology Microbiology Pteridology Mycology Phycology	Colleges and universities Research organizations Federal and state government laboratories including Agriculture, Health, etc. Pharmaceutical companies Food and beverage industries including brewing and fermentation Hospitals Related industries	Learn high-technology techniques. Become familiar with laboratory procedures and equipment. Obtain graduate degree in area of interest.
EDUCATION Teaching Research Administration	Colleges and universities Museums, botanical gardens and herbaria Non-profit organizations	Need master's degree as a minimum for most areas. Obtain Ph.D. for positions in college teaching, research and advanced administration.
WRITING	Publishing companies including newspapers, magazines, books and textbooks Professional associations Scientific and educational software companies Non-profit organizations	Take courses in technical writing. Develop computer skills. Obtain master's degree in scientific journalism.

AREAS	EMPLOYERS	STRATEGIES
LAW		
Agricultural Environmental Biotechnological	Legal firms with environmental focus Government agencies and regulatory agencies Biotechnical regulatory firms or agencies	Obtain law degree.
MARKETING AND ADMINISTRATION		
Sales Marketing Administration Management	Pharmaceutical houses Seed companies Biotechnology firms Scientific publishers Biological supply houses	Complete minor in business. Hold leadership positions in campus organizations. Join student American Marketing Association.
ILLUSTRATION	Scientific publishers Colleges and universities Educational and scientific software companies Non-profit organizations	Take double major or minor in illustration. Become competent in computer-aided design. Seek related work experience, internship or co-op position.
COMPUTER PROGRAMMING	Scientific and educational software companies	Take double major or minor in computer programming. Seek related work experience, internship or co-op position.

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GENERAL INFORMATION

- Bachelor's degree qualifies for laboratory technician or technical assistant positions in education, industry, government, museums, parks, and botanical gardens.
- Master's degree qualifies for some research and administrative positions.
- Ph.D. required for advanced research and administrative positions, college teaching and independent research.

General Information, Continued

- Obtain part-time, summer, co-op, volunteer, internship experience with government agencies, college/university labs, agricultural experiment stations, freshwater and marine biological stations, or private companies.
- Extremely helpful to arrange undergraduate research project to decide on specific area of interest in Botany.
- Enjoy outdoor activities.

General Information, Continued

- Join organizations directed to concern for world food supply and other related areas.
- Develop excellent mathematics and verbal and written communications skills.
- Select broad range of courses in English, social sciences, arts and humanities.
- Become proficient with computers.

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BUSINESS
What can I do with this degree?

AREAS	EMPLOYERS	STRATEGIES
ACCOUNTING Tax Planning and Compliance Auditing Information Systems Management Advising Services	Private, public and government agencies Tax-related agencies Banks and other financial institutions Nonprofit organizations Health care industry	Plan on five year program to meet new requirements for CPA status Develop advanced computer skills Consider co-op program or internship Become familiar with specialized certification programs Develop mathematical and problem solving abilities, excellent communication skills, ability to work well with people, high energy level and detail orientation
ECONOMICS Research and Forecasting Economic Advising Teaching--primary, secondary schools, colleges or private schools	Financial institutions Trade/labor organizations Government agencies Educational institutions Insurance companies	Plan on graduate degree for advancement Acquire advanced sophisticated math and statistical knowledge Develop ability to think in theoretical terms and apply to practical situations Consider co-op program or internship
FINANCE Financial Planning and Management Real Estate Corporate Financial Management Banking Risk Management and Insurance Marketing Securities	Banks and other financial institutions Financial planning agencies Insurance companies Real estate brokers or agencies Government agencies Corporations Educational institutions	Gain good mathematical skills Develop good interpersonal and communication skills Get sales experience Take as much accounting as possible Consider co-op program or internship Plan on MBA for best positions
GENERAL BUSINESS Management Sales/Marketing Personnel Self-employment	Business and industry Financial institutions Government agencies Educational institutions Nonprofit and noncommercial organizations	Provides a good background for owning your own business Gain leadership experience in an extracurricular activity Consider co-op program or internship Must develop career direction and convey area of interest to employers

AREAS	EMPLOYERS	STRATEGIES
MANAGEMENT Office Systems Operations Personnel General Functions Quality Control	Government agencies Nonprofit organizations Banks and other financial institutions Hotels and restaurants Service industry Manufacturing firms Health care industry	Develop competency in statistics and computer systems Consider concentration in statistics and operations/data processing Gain leadership experience in extracurricular activity along with good work experience Consider co-op program or internship
MARKETING Sales/Management Retailing Industrial Advertising Planning/Research Brand/Product Management	Department stores and other retail establishments Government agencies All service industries Banks and other financial institutions Insurance agencies	Acquire good computer and statistical skills Obtain sales experience Develop excellent communication skills and high energy level Get leadership experience Consider co-op program or internship Plan on MBA for most brand management, consulting and research opportunities
STATISTICS Analysis/Research Surveys Quality Assurance Actuarial	Government agencies Banks and other financial institutions Healthcare organizations Educational institutions Nonprofit organizations Insurance companies Actuaries	Acquire advanced knowledge of computers Take additional courses in accounting, marketing, economics and finance Consider co-op program or internship
TRANSPORTATION/ LOGISTICS Scheduling Physical Distribution Planning and Regulation Transportation Carrier Management Materials Management Customer Service Purchasing	Motor carrier, railroad, airline, pipeline and water transportation industries Manufacturing firms Government agencies Distribution centers Pipeline industries Public transit Military	Take courses in computer technology, information systems, marketing, statistics Acquire skills in inventory control Consider co-op program or internship

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CHEMISTRY

What can I do with this degree?

AREAS	EMPLOYERS	STRATEGIES
ANALYTICAL Research Development Analysis and Testing Consulting Industrial Quality Control Environmental Forensics	Federal, state and local government Federal agencies including National Aeronautics and Space Administration Manufacturing firms including textile, petroleum, food, electronics, glass, paper, packaging, machinery, cosmetics, paint, drug and chemical industries Industrial production and inspection Research laboratories and organizations Environmental protection organizations Colleges and universities	Learn federal, state and local government job application process. Develop excellent laboratory skills. Become proficient with high tech scientific equipment. Take electives in area of interest.
BIOCHEMICAL Research Development Analysis and Testing Consulting Quality Control Medical Environmental	Research laboratories and organizations Pharmaceutical and medical research firms Biotechnology firms Plant and animal breeders and growers Food processors Industrial production and inspection Environmental protection organizations Federal, state and local government Colleges and universities	Take additional courses in biology, biochemistry, molecular biology, genetics, cytology and physiology. Learn federal, state and local government job application process.
ORGANIC Research Development Analysis and Testing Quality Control Consulting	Industries related to petroleum, coal, wood products, plastics, textiles and food Manufacturing firms developing new synthetic materials and new production processes Research organizations Federal and state government Colleges and universities	Gain additional laboratory and research experience. Take electives in area of interest. Learn federal and state government job application process.

AREAS	EMPLOYERS	STRATEGIES
INORGANIC Research Analysis and Testing Quality Control Consulting	Research laboratories and organizations Industries involved in mining, electronics, and synthetic materials Federal and state government Colleges and universities	Choose appropriate coursework to specialize in an area. Develop additional laboratory skills and experience. Learn federal and state government job application process.
PHYSICAL Research Development Analysis and Testing Quality Control Consulting	Research laboratories and organizations Industries involving electrical, nuclear, gas, heat, or light energy Federal government Colleges and universities	Take related courses in social sciences and economics. Obtain strong mathematical background. Learn federal government job application process.
EDUCATION Teaching Research	Private and public secondary schools College and universities	Obtain certification/licensing for teaching in public schools. Acquire master's degree for community college teaching and Ph.D. for colleges and universities. Take courses in public speaking. Develop excellent laboratory skills.
BUSINESS Technical Sales/Marketing Pharmaceutical Sales Management Banks/Financial Institutions Advertising/Public Relations Consulting	Manufacturing firms Drug stores Medical/Pharmaceutical supply companies Industries including textiles, petroleum, food, electronics, glass, paper, packaging, machinery, cosmetics, paint, drugs, and chemicals.	Obtain a minor in business. Develop strong verbal and written communication, interpersonal, and organizational skills. Hold leadership positions in campus organizations. Join related student organizations, e.g., American Marketing Association, Financial Management Association, Public Relations Student Society of America, etc.
TECHNICAL WRITING Proposals Specification Manuals Writing Editing	Research product development departments and organizations Industries Publishing firms including books, scientific and research journals, technical press, large newspapers and wire services	Take advanced technical writing courses. Become proficient with word processing.

AREAS	EMPLOYERS	STRATEGIES
LAW Patent Agents Patent Attorneys	Manufacturing firms Research and development firms Law firms Private practice	Obtain law degree for patent attorney.
INFORMATION SPECIALISTS/TECHNICAL LIBRARIES	Special libraries Research organizations Colleges and universities Large manufacturing firms, especially chemicals and pharmaceuticals	Obtain master's degree in library and information science. Develop computer retrieval skills. Join Special Libraries Association, Chemistry Division.

GENERAL INFORMATION

- Undergraduate degree sufficient for entry-level positions such as lab coordinator, research assistant, product testing or analysis, technical sales or service representative.
- Master's degree sufficient for most applied research positions, industrial work, and some community college teaching.
- Ph.D. degree required for university teaching and advanced positions in management and research and development.
- Advanced degrees help speed career development.

General Information, Continued

- Develop strong computer, mathematics and science skills/knowledge.
- Obtain part-time, volunteer, co-op, internship or summer experience.
- Obtain practical experience using various laboratory equipment and high-tech scientific equipment and data.
- Maintain excellent grades.

General Information, Continued

- Postdoctoral experience is preferred for research positions in industry, universities and government.
- Consider electives in computer science, engineering, business, public speaking and writing.
- Join related student professional organizations.
- Read related professional magazines and literature.

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CHILD AND FAMILY STUDIES

What can I do with this degree?

AREAS	EMPLOYERS	STRATEGIES
PRE-SCHOOL/DAY CARE Teaching Administration	Church/religious organizations Montessori schools Private, public, franchise, and corporate day care centers Private homes Family day care Extended school programs Nursery school/mother's day out programs	Develop physical stamina for working with children. Acquire certification/licensing for day care and public school teaching.
COMMUNITY SERVICES	Community centers YMCA, YWCA Consumer protection agencies Summer camp programs Adult and child day care providers Programs servicing children and adults with special needs Hospitals Rehabilitation organizations Retirement homes Travel agencies Insurance companies Church/religious organizations	Seek related work experience particularly summer camps or special needs areas. Obtain Child Life Certification for some areas.
SOCIAL SERVICES	Profit and nonprofit organizations geared to services for children, youth, families or senior citizens Adult and child day care providers Group homes Half-way houses Youth services agencies Senior citizens' programs Federal, state and local government particularly Departments of Welfare and Health Foundations and funding organizations	Take counseling/social work courses as minor or double major. Obtain master's degree in counseling, social work or rehabilitation counseling to provide therapy. Get graduate degree for most administrative positions. Learn federal, state and local government job application process.

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AREAS	EMPLOYERS	STRATEGIES
EDUCATION Teaching Research Counseling Administration Home Economics Vocational Rehabilitation Parent-Child Education Curriculum Development Early Childhood Special Education	Public and private schools, K-12 Public preschool programs, e.g., Head Start Private preschool programs Adult Education programs Colleges and universities Programs servicing children and adults with special needs Montessori schools Government	Acquire certification/licensing for public school teaching K-12. Obtain Ph.D. for college and university teaching and research. Acquire certification for day care and parent-child education. Obtain graduate degree for counseling and administrative positions. Learn federal and state government job application process. Double major in Special Education.
MEDICAL Social Services Child Care Programs Advocacy Education	Hospitals Health care facilities Mental health organizations Health and wellness agencies Hospices	Take counseling/social work courses. May need master's degree in counseling, social work or specialized area. Obtain experience in advocacy. Acquire licensing/certification for some areas.
BUSINESS Management Sales Marketing Research Consulting Credit Departments Staff Benefits	Corporate care for children and adults Day care facilities Department and retail stores Manufacturing companies of children's clothes, toys, furniture and food Banks and financial institutions Insurance companies	Obtain a minor in business. Develop business skills in finance, accounting, marketing/sales, taxes and bookkeeping. Secure leadership positions on campus. Get related experience.
COMMUNICATIONS Journalism Advertising Public Relations Writing/Editing Research	Newspapers and magazines, particularly those geared to children/family Book publishers Trade associations Radio and TV stations Nonprofit organizations Government agencies Advertising agencies Manufacturers of related goods	Minor or double major in journalism. Develop excellent grammar, verbal and writing skills. Submit articles/books for publication.

AREAS	EMPLOYERS	STRATEGIES
GOVERNMENT Human/Social Services Rehabilitation Home Economics Legislation	Federal, state and local government agencies including: Departments of Health, Education and Welfare, Sanitation, Fire/Safety, Nutrition, and Cooperative Extension Vocational rehabilitation Mental health agencies Adoption agencies Military child care programs Overseas child care and education programs Criminal justice system Health and wellness agencies Women's protective agencies	Learn federal, state and local job application procedures. Take additional courses in area of interest.

GENERAL INFORMATION

- Bachelor's degree sufficient for entry-level positions.
- Advanced degrees essential for clinical and therapeutic counseling positions.
- Master's degree or Ph.D. often needed for administrative and supervisory positions.
- Ph.D. degree required for college teaching and advanced research positions.
- Additional or specialized training qualifies for higher paying and more responsible positions.

General Information, Continued

- Obtain part-time, summer, internship or volunteer experience in child care, schools, hospitals, camps, overseas programs, advocacy/service-oriented programs dealing with alcoholism, drug abuse, family violence, aging, poor, disabled, etc.
- Obtain certification in CPR, safety, and first aid for adults, children and infants.
- Develop interest and gain experience in computers, arts, crafts, music, etc.
- Obtain information on certification for specialized areas including Child Life Specialist, Child Advocacy.

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COMMUNICATIONS/JOURNALISM
What can I do with this degree?

AREAS	EMPLOYERS	STRATEGIES
ADVERTISING Creative Media Research Account Services Administration Traffic Control and Print Production Marketing	Advertising agencies Corporate advertising departments Media Specialty advertising firms	Work at campus newspaper, TV or radio station Obtain student-run business experience Find internship at market research firm Demonstrate talent, persistence, assertiveness, competitive spirit, enthusiasm Compile portfolio of writing, graphics and ideas for creative department Get computer knowledge/experience for media Need statistics, data interpretation, writing experience for research Obtain telemarketing experience
BOOK PUBLISHING Editorial Sales/Marketing/ Promotion/Advertising Publicity Production Subsidiary Rights Textbooks Electronic Publishing	Publishers: Tradebooks Paperbacks Educational materials Religious University presses Technical, scientific and medical Mail-order Book clubs	Attend summer publishing institute to sharpen skills and contacts Become familiar with word processing Gain knowledge of printing and production Develop typing ability Work with college or regional literary magazine staff, campus publications Work as sales clerk or book buyer in campus or local bookstore Sponsor student-initiated publication projects Find internships in area of interest Take technical writing for technical, scientific and medical publications
NEWSPAPER PUBLISHING Reporting Editing Advertising Space Sales Circulation Art and Design Marketing/Promotion News Graphics and Photography Production	Large circulation newspapers Local newspapers Wire services Trade newspapers	Get summer job/internship with newspaper Work with college newspaper/yearbook/alumni publication Be active in professional journalism organizations Demonstrate curiosity, high energy level, ability to produce under pressure and to withstand criticism, excellent grammar and writing skills

AREAS	EMPLOYERS	STRATEGIES
MAGAZINE PUBLISHING Editorial Advertising Sales Promotion and Public Relations Circulation Design, Art and Production	Major publishers: Consumer magazines Specialized magazines Technical and industrial publications Professional publications Merchandising and trade publications Labor unions Educational journals In-house publications News magazines Professional associations Religious organizations	Secure internships Work on campus publications Find part-time or summer job in newspaper, magazine or print shop Get sales experience Join a professional journalism organization Demonstrate creative spirit, writing skills, verbal skills, proofreading ability
TELEVISION Programming-Production News Advertising Sales Promotion Administration	Major networks Commercial broadcast stations Public television stations Cable television Private television production Businesses or government	Secure internships Gain experience in campus or local stations or independent production companies (latter for production) Join campus newspaper or publications staff Participate in drama club-directing/acting/technical crew Become a debate club participant Develop good writing, reporting, editing skills Gain knowledge of community and its needs Demonstrate curiosity, confidence, assertiveness, creativity, initiative, outgoing personality, tact and diplomacy
RADIO News Sales Programming Production Promotion Administration	National networks National public radio State or regional networks Major, medium & small market stations Independent syndications	Gain campus or local radio experience Secure internships Announce sports events Host music programming for parties and social events Coordinate, program and promote musical events and programs Work on college newspaper Demonstrate imagination, writing and verbal skills, sense of humor, showmanship

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AREAS	EMPLOYERS	STRATEGIES
PUBLIC RELATIONS Research Program Work Writing and Editing Special Events Media Placement Public Speaking Fund Raising Production Management/Administration	Public relations firms Advertising agency related PR firms Corporate in-house public relations departments Trade associations Government agencies Colleges and universities Nonprofit organizations Labor unions Hospitals	Secure internships Get practical experience Develop strong research and writing skills Perfect public speaking ability Demonstrate enthusiasm, interpersonal skills, persuasion, team work, integrity, good judgment, intelligence Develop creativity, initiative
GOVERNMENT Publishing Public Relations Broadcasting	Federal agencies including Departments of Labor, Commerce, Agriculture, Defense, Treasury and Interior; U.S. Information Agency; Voice of America; Federal Trade Commission; National Archives and Records Administration; Small Business Administration	Become familiar with government hiring practices Gain experience with campus newspaper, television or radio Find internships or practical experience Develop strong research, writing and speaking skills Demonstrate enthusiasm, interpersonal skills, persuasion, team work, integrity, good judgment, intelligence Develop creativity, initiative
TECHNICAL WRITING Writing and Editing Technical Promotion News Releases Technical Advertising Technical Films and Videotapes	Hardware manufacturers Software companies Industry Automotive Aerospace Precision instrument Engineering Technical publications: journals and magazines Research Colleges and universities Consulting Freelancing Government	Gain campus computer center supervisory experience with tutoring and writing user instructions Work on college newspaper/campus publications Join professional journalism/communications organizations Develop word processing, typing skills Perfect clear and concise writing abilities Demonstrate patience, flexibility, strong interpersonal skills

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COMPUTER SCIENCE
What can I do with this degree?

AREAS	EMPLOYERS	STRATEGIES
PROGRAMMING Operating Systems Applications Maintenance Data Communications	Large organizations with in-house computer support, including: manufacturing — utilities financial services — banking health care — education insurance — government wholesale/retail Computer service companies Accounting and auditing service companies	Take double major in business or accounting for business applications or in math or engineering for scientific applications Develop strong communication skills Obtain co-op or internship experience
SYSTEMS ANALYSIS	The above companies, plus: management consulting firms computer manufacturers	The above, plus: Obtain significant programming experience Plan on MBA for promotion to management
ELECTRONIC DATA PROCESSING (EDP) MANAGEMENT	Medium-to-large data processing installations	Gain experience as programmer or systems analyst Acquire supervisory experience is valuable
ELECTRONIC DATA PROCESSING (EDP) AUDITING	Finance or auditing departments of companies Accounting firms Management consulting firms	Obtain double major in accounting as most are Certified Public Accountants Acquire a broad background in programming and systems
SECURITY	Large data processing installations, especially banks and credit companies Computer consulting firms	Obtain a thorough knowledge of all phases of data processing Get experience as programmer, systems analyst, or EDP manager
CONSULTING	Consulting firms Self-employment/freelance	Obtain a strong technical knowledge of computers, background in business management, and experience as systems analyst
DATABASE MANAGEMENT	Companies and organizations who manage their data/records in-house Self-employment	Get double major or minor in subject relevant to the nature of the data you want to manage, e.g., business or scientific

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(Computer Science, p.2)

AREAS	EMPLOYERS	STRATEGIES
DOCUMENTATION	Computer hardware manufacturers Computer software manufacturers Self-employment/freelance	Obtain a double major or minor in technical writing
PRODUCT SUPPORT	Computer hardware manufacturers Computer software manufacturers	Develop strong communications skills
SALES AND MARKETING	Computer retail stores Computer hardware manufacturers Computer software manufacturers	Acquire sales experience Get double major or minor in business
EDUCATION	Computer training firms Public and private schools Colleges and universities Educational book publishers	Take minor in education Obtain teacher certification for school teaching

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• The field of computer science is very diverse and constantly changing. The areas listed above do not exhaust the possibilities.

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ECONOMICS
What can I do with this degree?

AREAS	EMPLOYERS	STRATEGIES
BUSINESS	Industry Transportation Health Labor Private firms	Plan on graduate degree to specialize or for promotion or advancement Acquire statistics and computer skills Develop good writing and verbal communication skills Learn to concentrate and work independently
GOVERNMENT	Mainly in departments involved in agriculture, business, finance, labor, transportation, urban economics and international trade.	Become active in student government Find internship in government agency Plan on graduate degree for promotion or advancement Become familiar with government hiring practices
ECONOMIC AND MARKET RESEARCH Research Analysis	Market research firms Consumer goods manufacturing firms Business firms Consulting firms	Take courses in business, political science, sampling theory, survey design and computer science Plan on graduate courses to specialize and for advancement Take a business research practicum Become student member in American Marketing Association Acquire a business minor Assist with canvassing/phone interviewing for charities or political campaigns Work on campus newspaper as reporter
BANKING & FINANCE Credit Lending Operations Systems Trusts	Commercial banks Regional banks Savings & loan associations Other financial institutions	Find summer internship Develop strong analytical skills Gain computer skills Get cashier, teller or clerical experience Become financial officer/treasurer in campus organization

(Economics, p.2)

AREAS	EMPLOYERS	STRATEGIES
INSURANCE Actuarial Underwriting Sales Operations	Insurance firms, local and home offices	Gain computer and statistics skills Acquire a business minor Become treasurer of organization Assist with fund-raising drives Become student member in professional organizations Get experience in benefits/personnel area of corporations or insurance companies Develop strong math and business orientation for actuarial areas
SECURITIES Sales Research Operations	National and regional brokerage firms Discount brokerage houses Commercial banks Insurance companies	Plan on acquiring MBA Get sales experience Take a business minor Participate in team competition Become member of investment club Assist with telephone solicitations
CONSULTING	Management consulting firms Independent consulting firms	Plan on first acquiring experience with government or business Plan for graduate degree in area of interest
TEACHING	Secondary public and private schools Colleges and universities	Obtain certification for teaching Requires Ph.D. and extensive publication for tenure and professorship
RETAILING Store management Buying	Department, grocery, drug, specialty and variety store chains	Get retail or selling experience Demonstrate enthusiasm, flexibility Secure leadership position in campus organizations Take a business minor Become treasurer or financial officer of organization Get sales position on yearbook or campus newspaper Find internships

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(Economics, p.3)

AREAS	EMPLOYERS	STRATEGIES
HOSPITALITY Front House Operations Food and Beverage Sales Sales and Marketing	Hotel chains Motels Restaurants	Work in campus cafeteria, food services or student center Get part-time work in hotel, restaurant or catering business Plan social functions for dorms, fraternities, sororities and clubs Sell ads for school publications for sales and marketing Find part-time sales work

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ENGLISH
What can I do with this degree?

AREAS	EMPLOYERS	STRATEGIES
WRITING/EDITING	Newspapers, magazines, broadcast media--script writing	Select a wide variety of electives Write for on-campus publications; develop speaking/debate skills; write and edit reports
Creative Writing Journalism Free-lance	Trade, professional or consumer publications Promotional, advertising agencies, corporations, government agencies, colleges and universities	
Technical Writing	Any organization or publication with technical focus or technical areas	Obtain concentration in technical writing Take basic science/computer courses; gain knowledge about technical areas and trends
LITERATURE-RELATED Librarian/Information Specialist	Public and private libraries, universities, businesses, government agencies, bookstores	Find part-time job/volunteer work in campus, local or home-town library Plan on obtaining graduate degree in library and information science
Publishing Media & Public Relations Translator Abstractor Researcher	Books, magazines and newspapers Radio, TV, movies, companies, institutions, special interest groups Local, state and federal government Museums, libraries, businesses Special interest groups	Remember a business minor and courses in area of interest are helpful Be prepared to start out in low-level job
EDUCATION	Public schools Private schools	Acquire computer skills Gain volunteer experience with Big Brother/Sister program, tutoring, sports, summer camp, teen counseling, child care centers for special populations Participate in school activities: debate, literary club, student publications and government, alumni and admissions work Need certification for public school teaching
PUBLISHING Magazines/Books Editorial Advertising Sales/Marketing Circulation Production Publicity	Special interest magazines Trade magazines Associational and organizational magazines Sunday newspaper supplements Mass-market paperbacks Educational and professional books Religious books and magazines	Obtain summer internship Participate in summer publishing institute Get clerical experience Develop typing/word processing skills

AREAS	EMPLOYERS	STRATEGIES
ADVERTISING Creative Media Research	Advertising agencies In-house agencies of large companies	Demonstrate talent, persistence, assertiveness and enthusiasm Obtain solid statistics background for research Create portfolio of writing/ideas showing originality and imagination for creative department Get knowledge of various media, contemporary tastes and trends Obtain campus newspaper, TV/radio experience Participate in student-run or personal business involving promotion and sales Find internship in market research firm
PUBLIC RELATIONS Research Writing/Editing Media Liaison	Public relations firms Advertising agencies In-house public relations departments Trade associations Colleges and universities Nonprofit organizations	Obtain internships/work experience Develop strong research skills, public speaking ability, enthusiasm and good interpersonal skills Remember a business minor is helpful Become an effective team worker
PARALEGAL	Law firms Corporate legal departments Government agencies Public service agencies	Acquire computer skills Develop organizational skills, concern for detail Become skillful in debate Organize campus events, speakers, political rallies Obtain summer or part-time work in law firm, legal setting
BANKING Credit Lending Operations Systems Trusts	Commercial banks Regional banks Savings & Loan associations Credit unions	Get a business minor Find a summer internship Develop strong analytical skills, computer skills Obtain cashier, teller or clerical experience Gain experience as financial officer/treasurer in campus organization
BUSINESS/INDUSTRY Management Sales/Marketing Personnel	Business organizations	Remember a business minor and technical writing experience is helpful Gain work experience Secure a leadership role in campus organization

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AREAS	EMPLOYERS	STRATEGIES
RETAILING Store Management Buying	Department, grocery, drug, specialty and variety store chains Bookstores	Gain retail or selling experience on yearbook or campus newspaper Secure leadership role in campus organizations Get experience as treasurer or financial officer in campus organization Obtain a business minor Take advantage of internships Develop enthusiasm, flexibility

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GEOGRAPHY

What can I do with this degree?

AREAS	EMPLOYERS	STRATEGIES
PHYSICAL/ENVIRONMENTAL Water and Natural Resources Planning Environmental Impact Terrain and Land Use	Federal government Publishers of textbooks and maps Travel agencies Manufacturing and retail firms Real estate developers Corporations or companies in insurance, environmental work, transportation, communications and international trade Scientific and research groups Forestry, mining, engineering, architectural and surveying firms	Learn federal government job application process. Become skilled in related computer technology. Obtain related experience. Take elective courses in botany, plant science and wildlife.
HUMAN (SOCIO-ECONOMIC) Economic Development Population Transportation Social Sciences Research Policy Research Program Development Program Administration Health Care Data Collection and Analysis Housing Statistics	State, regional, and local government Federal government including: Central Intelligence Agency Defense Mapping Agency Bureau of Census Department of State Publishers of textbooks and maps Travel agencies Manufacturing and retail firms Real estate developers Corporations or companies in insurance, environmental work, transportation, communication and international trade Scientific and research firms Forestry, mining, engineering, architectural and surveying firms	Learn federal, state and local government job application process. Become skilled in related computer technology. Develop excellent communications skills. Obtain related experience. Understand local language, history, customs, and culture.

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AREAS	EMPLOYERS	STRATEGIES
CARTOGRAPHY Mosaics Photogrammetry Stereo Plotting Mapping Printing and Reproducing	Federal government including: Departments of Defense, Interior, Commerce, Agriculture, and State State and local government agencies Private industry including: utilities, construction, engineering, energy, environmental planning, and consulting firms Map publishers	Become skilled in related computer technology. Learn photography skills. Take courses in surveying and measurements, photogrammetry, technical mathematics, drafting, statistics, optics, remote sensing, art and graphics. Seek summer internships. Learn federal, state and local government job application process.
REMOTE SENSING GEOGRAPHIC INFORMATION SYSTEMS	Private companies Colleges and universities Federal agencies including: U.S. Geological Survey, Forest Service, Soil Conservation Service, Defense Mapping, Army Corps of Engineers, National Oceanic and Atmospheric Administration, Environmental Protection Agency, National Aeronautics and Space Administration and Central Intelligence Agency State and regional government Departments of Transportation, Agriculture, Environmental, and Health Planning Agencies	Develop excellent communications skills. Become skilled in related computer technology. Learn federal, state and regional government job application process.
PLANNING Urban Regional	City, county, and regional planning agencies State government Research organizations Private business Banks Industrial firms Airline companies Utility companies Federal government agencies including Agency for International Development, World Bank; Department of Housing and Urban Development Real estate development	Develop team work skills. Learn federal, state and local government job application process. Maintain excellent academic undergraduate record. Obtain master's degree in planning.

AREAS	EMPLOYERS	STRATEGIES
BUSINESS AND INDUSTRY	Retail and wholesale companies International trade organizations Forestry, mining, manufacturing, engineering, architecture and surveying firms Public utilities Hospitals and healthcare facilities Textbook and map publishers Travel agencies Real estate developers and construction firms Insurance companies Transportation firms Agricultural organizations Consulting firms	Obtain a business minor. Develop research, evaluation and presentation skills applicable to business problems. Get experience working in highly competitive atmosphere. Take courses in statistical and mathematical analyses and computer programming. Develop excellent communication skills.
EDUCATION Teaching Research Cartography, Remote Sensing and Computer Mapping Environmental Science Urban/Urban Related Studies	Elementary/secondary public and private schools Colleges and universities	Obtain certification/licensure for public school teaching. Join National Council for Geographic Education and/or the Association of American Geographers. Complete master's degree for community college teaching; Ph.D. for college/university teaching and research. Specialize in quantitative research techniques, computer mapping, and natural resource management.
GENERAL INFORMATION • Bachelor's degree qualifies for entry-level government and industry positions. • Master's degree qualifies for community college teaching and advancement in industry and government. • Ph.D. is required for advanced research or teaching positions in colleges and universities and senior positions in government and industry.	General Information, Continued • Obtain volunteer, part-time, summer, internship, and/or co-op experience in architectural firms, geography department offices, museums or archeological sites. • Join professional organizations--such as American Geography Society or the National Council for Geographic Education. • Become a member of groups directed toward improvement of natural resources, environment and pollution control.	General Information, Continued • Obtain computer, drafting, and computer-aided drafting (CAD) experience. • Develop strong mathematical and statistics skills. • Obtain experience and skills and develop interest in mapping, graphics and charts. • Interest in photography may prove beneficial. • Develop good communications skills.

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GEOLOGY

What can I do with this degree?

AREAS	EMPLOYERS	STRATEGIES
ENERGY		
Stratigraphy/Sedimentation Structural Geology Paleontology Geophysics Management/Administration	Petroleum industry including oil and gas exploration, production, storage and waste disposal facilities Seismic survey organizations that determine sites for power plants, dams, buildings, highways and offshore oil platforms Independent drilling companies Federal government agencies including: Department of Energy Environmental Protection Agency Nuclear Regulatory Agency Private entrepreneurial companies Universities Small private companies	Gain related computer technology skills. Obtain related work experience in petroleum production industry. Obtain master's degree for advancement. Earn Ph.D. for research and development. Take a business minor for later management responsibilities. Learn federal government job application process.
Geothermal		
Solar		
CONSULTING AND ENGINEERING		
Soil Testing Site Locations Environmental Impact Research and Writing	Large and small consulting or engineering firms providing services for: -high tech, oil, gas, mining and other industries -federal, state and local government -utility companies -attorney groups -developers Energy companies Federal and state government Trucking firms	Gain related fieldwork experience. Develop excellent field techniques. Acquire foreign language competency. Learn about other cultures. Develop excellent verbal and written communication skills. Have strong sense of ethics for consulting. May need additional degree in geologic or civil engineering (bachelor's or master's). Check on state certification and registration requirements. Minor in business. Develop skills in operations and project management, technical services and marketing. Learn federal, state, and local government job application process.
Meteorology		

AREAS	EMPLOYERS	STRATEGIES
MINERALS AND METALS Exploration Development Mining Production Research	Mining companies including gold, silver, diamonds, sand and gravel Well services and drilling companies Large oil companies Railroad companies Small exploration companies Entrepreneurs, individuals and companies Federal government including: Bureau of Land Management	Get experience in support services of production of minerals. Acquire broad background in earth sciences. Minor in business and economics. Obtain law degree for work with land-use laws and legal matters. Learn federal government job application process.
FEDERAL GOVERNMENT Field Mapping Resource Evaluation Geochemical Water Studies Oil and Gas Resource Evaluation Leasing and Conservation Studies Research	Federal agencies including: U.S. Geological Survey Bureau of Reclamation Bureau of Mines Office of Surface Mining Bureau of Outdoor Recreation National Park Service Forest Service National Oceanic and Atmospheric Administration Army Corp of Engineers National Aeronautics and Space Administration Environmental Protection Agency	Learn federal government job application process. Develop excellent verbal and written communications skills. Obtain good research skills. Get advanced training or work experience with minerals and energy research or production.
STATE AND LOCAL GOVERNMENT Geologic and Soils Maps Resource Evaluation Public Information Service Consulting Writing	State agencies and departments including: Conservation Geological Surveys National Resources Highway Departments Public Health Offices Planning and Development Commissions Regional Planning Boards Divisions of Mines Water Boards Realtor Boards Local agencies and departments including: planning construction inspectors zoning commissions	Learn state and local government job application process. Positions may require several years' experience or graduate degree. Develop network to learn about position openings. Obtain broad educational background in other physical sciences, calculus, English composition, computer science and economics. Acquire graduate degree for advancement. Develop excellent verbal and written communications skills.

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AREAS	EMPLOYERS	STRATEGIES
EDUCATION Teaching Research Administration	Elementary/secondary public or private schools Colleges and universities Private research companies National laboratories	Obtain certification/licensing for public school teaching. Obtain Ph.D. for higher education teaching and/or advanced research and administrative positions. Develop grant writing skills.
GEOPHYSICS Solid Earth Exploration Seismology Geodesy Hydrology Meteorology Ocean Sciences Space Sciences	Petroleum and natural gas companies Mining, exploration and consulting firms Research institutes Consulting firms Federal government agencies including: U.S. Geological Survey National Oceanic and Atmospheric Administration Department of Defense State government Private industry	Obtain double major in physics. Take advanced courses in mathematics, chemistry and engineering. Obtain graduate degree for advancement and research. Learn special techniques through fieldwork. Check on state licensing requirements.
GENERAL INFORMATION • Bachelor's degree sufficient for entry-level industry positions. • Master's degree preferred for state survey work and advancement in industry and government. • Ph.D. required for college/university teaching and advanced research positions. • Obtain volunteer, part-time, summer, internship, and/or co-op experience in local park/forest with surveyors, cartographers, urban planners, engineers, or with local waste management firms, seismologists, oceanographers, or mineralogists.	General Information, Continued • Obtain experience, skills, and develop interest in mapping, surveying, measuring equipment, and laboratory equipment and processes. • Have a love of outdoors, interest in nature and enjoy travel. • Join groups directed toward improvement of natural resources, environment and pollution control. • Join student branch or the professional organization(s) related to interest area(s). • Learn foreign language since work is often done in other countries.	General Information, Continued • Develop physical stamina due to research and work being completed in remote areas under various conditions. • Excellent verbal and written communication skills are essential. • Majoring in two subject areas can increase employability, for example, geology and physics for geophysics, geology and foreign language for overseas assignments. • Develop computer skills.

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HISTORY
What can I do with this degree?

AREAS	EMPLOYERS	STRATEGIES
GOVERNMENT	Federal agencies, including: Smithsonian Institution National Archives and Records Library of Congress National Park Service Intelligence Services Foreign Service State agencies, including: State archives and libraries State museums, parks and historic sites Municipal archives Arts & humanities councils & commissions	Get relevant experience in student government or internship in government agency Demonstrate superior academic record Plan on getting an advanced degree Develop foreign language ability Become familiar with government hiring procedures Consider entry-level positions in local, state and federal agencies even though they may not be history-related
POLITICS	Staff of legislator, governor, or mayor National political party headquarters Public interest advocacy groups Political campaigns	Gain experience and make contacts through internship with government agency or elected public official, volunteer work with public interest group, political campaign, political association, or community service project, and student government and politics
JOURNALISM Broadcast Print	News department of local public and commercial radio and TV stations Syndicated radio services Newspapers National, state, and regional radio networks	Get relevant experience in campus newspaper, TV, or radio, summer/part-time work (paid or volunteer) with local commercial TV or radio station, volunteer work with public TV or radio Acquire minor or double major in journalism or broadcasting
EDUCATION	Public and private schools Colleges and universities	Obtain teaching certificate for public school teaching Obtain graduate degree for college and university teaching Get experience as tutor, camp counselor, church school teacher, etc. Solicit strong personal recommendations

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AREAS	EMPLOYERS	STRATEGIES
NONPROFIT ORGANIZATIONS	History museums and historic sites Historical associations and societies Cultural heritage organizations Historical projects Research and service institutions	Get experience as a volunteer in nonprofit organizations that interest you
LAW Paralegal	Law firm Corporate legal department Government agencies Public advocacy groups	Obtain paralegal training Become familiar with computer database systems Get summer/part-time work in a law firm Volunteer with a public advocacy group
PRESERVATION AND RESTORATION	Firms offering preservation and restoration services	Take courses or obtain advanced degree in historic preservation
GENEALOGY	Genealogical services organization	Learn basics of genealogical research
CORPORATE ARCHIVES	Historical/archival services departments of corporations	Take courses or obtain advanced degree in historical collection management
RETAILING Management Buying	All major retail firms including : drug specialty variety department store chains	Obtain related experience in part-time/ summer retail sales, sales position with campus yearbook or newspaper, internship with an individual or chain store Provide leadership in campus organization
SALES	Retailers Wholesalers Manufacturers Insurance companies Real estate companies	Obtain sales experience

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HOSPITALITY/HOTEL, RESTAURANT ADMINISTRATION

What can I do with this degree?

AREAS	EMPLOYERS	STRATEGIES
RETAIL/SITE MANAGEMENT Property Management Facility Management Rooms Management Beverage Management Kitchen Management Production Supervision	Historical, cultural and natural attractions Lodging: hotel/motel, bed and breakfast, time-shares and campgrounds Destination areas: amusement centers, theme parks and resorts Special event and festival organizations Entertainment industry: casinos, theaters and stadiums Food service: catering, schools, hospitals, military, concessions, and institutions Restaurants, dining clubs, taverns, and fast food operators Leisure organizations: sporting clubs, recreation centers, fitness facilities, private and/or country clubs Self-employment	Develop a strong foundation in food service, administration and customer service. Courses in communications, marketing, management, law, accounting, and food and beverage controls are a must. Gain an ability to make quick and independent decisions. Check the placement office, faculty members, and professional organizations for employment leads. Create a network in the industry to establish contacts for advancement. Take leadership roles in student organizations. Gain experience working with budgets.
GENERAL SERVICES Office Operations Reservations Purchasing Customer Services Travel Planning	Tour operators Historical, cultural and natural attractions Lodging: hotel/motel, bed and breakfast, time-shares and campgrounds Reservation companies Destination areas: amusement centers, theme parks and resorts Special event and festival organizations Entertainment industry: casinos, theaters and stadiums Food service: catering, schools, hospitals, military, concessions, and institutions Restaurants, dining clubs, taverns and fast food operators Transportation/travel industry: airlines, cruise companies, car rental agencies, travel agencies, airports, motor coach/tour carriers, and rapid transit (AMTRACK)	A high interest in working with the public and problem-solving is a must. Start in reservations or telephone sales. Master the product line, learn to give excellent service. Understand and use office machines and office systems in your area of expertise. Serve as treasurer or financial officer of an organization. Gain experience working with budgets. Acquire supervisory skills and experience. An orientation toward service and detail is necessary to succeed.

AREAS	EMPLOYERS	STRATEGIES
	General Services, Continued Leisure organizations: sporting clubs, recreation centers, fitness facilities, private and/or country clubs State, federal, and local government: tourism offices, visitor bureaus, convention centers, and park systems Self-employment	Learn state, federal and local government job application process.
SPECIAL EVENTS Convention/Trade Show Planning Entertainment/Event Planning Activities Planning Recreation Manager Convention Services Management	Lodging: hotel/motel, bed and breakfast, timeshares and campgrounds Destination areas: amusement centers, theme parks and resorts Special event and festival organizations Entertainment industry: casinos, theaters and stadiums Cruise companies Leisure organizations: sporting clubs, recreation centers, fitness facilities, private and/or country clubs State, federal, and local government: tourism offices, visitor bureaus, convention centers and park systems Trade and professional associations Public or private corporations and businesses	Gain an ability to make quick and independent decisions. Prepare interpersonal and public speaking skills. Be creative, have good planning and organizational skills. Gain experience through planning activities/events for civic/community organizations. Attend conferences for student organizations and professional associations. Include classes in marketing, promotions, commercial recreation, activity planning, resort management, advertising, public relations, and business. Learn how to do fund-raising. Gain experience working with budgets. Learn state, federal and local government job application process.
MARKETING Product Development Market Research Communications General Sales Meeting and Convention Sales Incentive Travel Sales	Tour operators Historical, cultural and natural attractions Lodging: hotel/motel, bed and breakfast, timeshares and campgrounds Reservation companies Destination areas: amusement centers, theme parks and resorts Special event and festival organizations Entertainment industry: casinos, theaters and stadiums Food service: catering, schools, hospitals, military, concessions, and institutions	Gain competency in a variety of computer programs. Gain experience in customer service and communications skills. Learn about geography and international travel regulations. Strive for excellent interpersonal and public speaking skills. Consider a foreign language or business minor. Take a part-time job in any area and move up.

AREAS	EMPLOYERS	STRATEGIES
	Marketing, Continued	Marketing, Continued
	Restaurants, dining clubs, taverns and fast food operators Equipment suppliers and manufacturers Transportation/travel industry: airlines, cruise companies, car rental agencies, travel agencies, airports, motor coach/tour carriers, and rapid transit (AMTRACK) Leisure organizations: sporting clubs, fitness/ recreation facilities, private and/or country clubs State, federal and local government: tourism offices, visitor bureaus, convention centers and park systems	Attend conferences and trade shows, join student clubs and professional associations, attend field trips. Take classes in marketing, promotions, advertising, public relations, and business. Start in reservations or telephone sales. Learn the product line, deal with travel agents and the customer. Work in a major port city like Los Angeles, Miami, or New York. Learn state, federal and local government job application process.
ADVERTISING Product Design/Illustration Media Planning and Development Public Relations Publicity/Promotion	Lodging: hotel/motel, bed and breakfast, time-shares and campgrounds Destination areas: amusement centers, theme parks and resorts Special event and festival organizations Entertainment industry: casinos, theaters and stadiums Leisure organizations: sporting clubs, recreation centers, fitness facilities, private and/or country clubs State, federal, and local government: tourism offices, visitor bureaus, convention centers and park systems Trade and professional associations Public or private corporations and businesses Restaurants, dining clubs, taverns and fast food operators Product and equipment suppliers and manufacturers Transportation/travel industry: airlines, cruise companies, car rental agencies, travel agencies, airports, motor coach/tour carriers, and rapid transit (AMTRACK) Leisure organizations: sporting clubs, fitness/ recreation facilities, private and/or country clubs	Gain competency in a variety of computer graphics programs. Strive for excellent interpersonal and public speaking skills. Consider a public relations or marketing minor. Take a part-time job in any area and move up. Volunteer to advertise/promote events for parties, outings, and organizations. Learn state, federal and local government job application process. Attend conferences and trade shows, join student clubs and professional associations, attend field trips. Include classes in marketing, promotions, advertising, public relations, and business. Join student organizations in your field of study and join the publicity committee.

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AREAS	EMPLOYERS	STRATEGIES
HUMAN RESOURCES Personnel Management Training Employee Support Services Recruitment Labor Relations Compensation and Benefits	Lodging: hotel/motel, bed and breakfast, time-shares and campgrounds Destination areas: amusement centers, theme parks and resorts Entertainment industry: casinos, theaters and stadiums Food service: catering, schools, hospitals, military, concessions, and institutions Restaurants, dining clubs, taverns and fast food operators	Take courses in labor relations, industrial psychology, personnel management, public speaking, organizational behavior, business, communications, management, and law. Foreign language or human resources are good minors. Gain experience in decision-making, planning, budgeting, and personnel issues through an internship or co-op. Be a leader in student organizations and professional associations. Plan to be flexible geographically.
CORPORATE ADMINISTRATION Property Acquisition and Development Legal Areas Research/Market Analysis Financial Relations	Lodging: hotel/motel, bed and breakfast, time-shares and campgrounds Destination areas: amusement centers, theme parks and resorts Entertainment industry: casinos, theaters and stadiums Food service: catering, schools, hospitals, military, concessions, and institutions Restaurants, dining clubs, taverns and fast food operators Transportation/travel industry: airlines, cruise companies, car rental agencies, travel agencies, airports, motor coach/tour carriers, and rapid transit (AMTRACK) Leisure organizations: sporting clubs, recreation centers, fitness facilities, private and/or country clubs	Take courses in human relations, food service production, marketing, law, accounting, food/beverage controls, and resort management. Obtain a graduate degree in business or law. Be prepared to work "up from the bottom" to gain industry experience. Attend conferences and professional association meetings. Study the industry leaders and trends by reading trade journals. Be willing to work long or unusual hours and on holidays. Gain an ability to make independent decisions. Strive for excellent interpersonal and public speaking skills. Be flexible geographically. Create a network of contacts for advancement. Gain experience working with budgets, details, and meeting deadlines, and supervising others.

AREAS	EMPLOYERS	STRATEGIES
PUBLISHING Guides Journals Books News Writing/Editing	Self-employment Newspapers, magazines and trade journals Tour operators State, federal, and local government: tourism offices and visitor bureaus	Experience living abroad. Gain an understanding of world history, geography, and international travel regulations. Study and gain an in-depth knowledge of the industry trends. Consider a journalism minor. Learn writing skills. Emphasize research methods and computer skills. Learn to be objective. Work for your student newspaper, write for student organization newsletters, or work in publications areas at your college. Practice giving attention to detail and meeting deadlines. Learn about etiquette and social customs.
GOVERNMENT Community Relations Travel Information Tourism Bureaus	State, federal, and local government: tourism offices, visitor bureaus, convention centers, special event and festival planning offices, historical, cultural and natural parks/attractions Food service: catering, schools, hospitals, military, concessions, and institutions	Take classes in political science, government, social research methods, public policy, marketing, promotions, advertising, public relations, and business. Learn state, federal and local government job application process. Seek experience in customer service and planning. Increase skills in public speaking. Learn about etiquette and social customs. Gain sales skills. Learn grant writing skills. Understand and use office machines, systems and computers. Serve as treasurer or financial officer of an organization or secure experience with budgets.

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AREAS	EMPLOYERS	STRATEGIES
EDUCATION Teaching/Training Research	Lodging: hotel/motel, bed and breakfast, time-shares and campgrounds Destination areas: amusement centers, theme parks and resorts Entertainment industry: casinos, theaters and stadiums Food service: catering, schools, hospitals, military, concessions, and institutions Restaurants, dining clubs, taverns and fast food operators State, federal, and local government: tourism offices, visitor bureaus, convention centers, and park systems Trade and professional associations Self-employment Colleges and universities	Possess objectivity, an inquiring mind, and an interest in working with both data and people. Determine an area of expertise. Gain an in-depth knowledge of that industry, it's leaders and trends by reading recent books, journals and annual reports. Obtain a degree in the subject you plan to teach or research. Learn writing and research skills. Consider a graduate degree in research methods or a speciality of the trade. Gain professional industry experience. Attend and speak at conferences, trade shows and professional associations. Network in the industry for professional contacts.

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GENERAL INFORMATION

- Obtain volunteer, part-time, summer, internship, and/or co-op experience.
- Bachelor's degree qualifies for entry-level government and industry positions.
- Master's degree qualifies for community college teaching and advancement in industry and government.
- Ph.D. is required for advanced research or teaching positions in colleges and universities and senior positions in government.

General Information, Continued

- Join professional organizations--such as The National Tour Association, The American Hotel and Motel Association or The National Restaurant Association.
- It may be necessary to move around geographically to get promotions.
- Obtain computer experience.
- Develop strong communications and customer service skills.
- Be prepared to "work your way up from the bottom."
- Be willing to work on weekends, holidays, evenings and long or unusual hours.

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LAW

What can I do with this degree?

AREAS	EMPLOYERS	GENERAL INFORMATION
CORPORATE PRACTICE	Any corporation (largest number of attorneys are at corporate headquarters)	Corporate office summer clerkship rare. Usually hire experienced lawyers only; entry level positions are rare. Need tolerance for bureaucratic procedure.
FEDERAL GOVERNMENT	Most government branches have legal counsel Judge advocate general corps for all branches of the military	Summer internships somewhat limited and highly competitive. Part-time employment or volunteer work in government possible. Frequently can go to court and litigate sooner; experience can be valuable to private firms later. Litigate almost immediately; offer a variety of practice opportunities from criminal to contracts.
JUDICIAL CLERKSHIPS Federal Court State Court	Federal Courts of Appeal and District Court (trial) Judges and Magistrates, Bankruptcy and Administrative Law Judges State Courts of Appeal and Trial Level Judges Federal and State Court Clerkships for Collective Judges in a Court	High academic achievement emphasized by State and Federal judges; Federal judges usually require top 10 or 15% class rank. Can be stepping stone to other legal areas. Many benefits for future legal areas. For US Supreme Court, top law graduates with one-two years clerking at lower Federal Court. Moot Court participation, regional and national competitions helpful. Law review membership, as indication of writing ability, highly valued and emphasized at all court levels.

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AREAS	EMPLOYERS	GENERAL INFORMATION
POLITICS Lobbying/Government Relations	Corporations Trade and professional associations Political Action Committees Law firms Public Interest Advocacy Groups	Possess ability to maintain energy and enthusiasm. Service-oriented attitude helpful. Ability to enlist help of others. Clerkship or summer associate position with law firm providing lobbying services helpful.
Legislative Positions	Congressional representatives at national, state and local government	Demonstrate interest in politics through undergraduate major, active campaigning, or research papers/articles. Obtain law firm experience. Acquire superior writing skills. Need pleasing personality, enthusiasm and high energy level. Show ability to work with people, and good communication/organization skills.
PRIVATE PRACTICE	Large multi-office firms Medium-size firms Small firms Legal clinics Other private legal services	Acquire excellent research and writing skills. Obtain clerkships or internships. Large and medium-sized firms frequently emphasize grades and class rank; value law review & moot court experience.
PUBLIC INTEREST LAW Legal Aid Services	Legal Services Corporation Legal Aid Society	Need supervised work experience in area. Obtain summer internship. Demonstrate desire to help economically disadvantaged. Show interest in law as means of change.
Public Defender Offices	Federal, state & local government Private groups contract	
Public Interest Groups	Sponsoring organization Law firms practicing Public Interest Law	
TEACHING	Law schools Business schools Undergraduate Departments of History and Political Science Paralegal schools	Need several years private practice or governmental service. Allows more flexibility of time. Can teach on adjunct basis. LLM degree and outstanding academic record required for law school teacing.

AREAS	EMPLOYERS	GENERAL INFORMATION
STATE & LOCAL GOVERNMENT Criminal Prosecution	District Attorney's Office Attorney General's Office	Take essential courses related to criminal law, criminal procedure, constitutional law, and evidence. Participate in criminal clinical program. Obtain summer positions in prosecutor's office or criminal litigation office or private firms practicing criminal law.
Civil Law	Attorney General's Office State agencies, commissions, boards, executive and legislative office staff Corporations Local agencies and commissions City and county law offices	Deals with broad range of subjects other than criminal matters, provides for wide variety of functions. Provides opportunity to work with private lawyers and variety of public officials. Demonstrate interest in public issues. Internship helpful.
OTHER AREAS PATENT & COPYRIGHT LAW	Law firms (specialized) Corporations U.S. Patent & Trademark Office	Highly specialized area. Need technical science or engineering degree.
ENERGY LAW NATURAL RESOURCES & ENVIRONMENTAL LAW	Law firms Corporations Federal agencies (especially Department of Energy) Environmental compliance services companies State agencies Regulatory Commission	Involves rights to resources including those in the earth and dangers in production of energy. Involves transportation, taxation, patents and government regulation.
FINANCIAL PLANNING/ INVESTMENT BANKING ESTATE PLANNING	Bank trust departments Brokerage firms Insurance companies Development offices for preparatory schools, hospitals and universities	Brokerage firm positions may be on decline. Insurance "Estate Planning" positions also require interest and abilility in sales. Bank trust department positions good for those who do not want to litigate or be confrontation

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AREAS	EMPLOYERS	GENERAL INFORMATION
LEGAL PUBLISHING/ JOURNALISM	Legal publishers Print and electronic media	Exhibit interest in writing, research and editing for publishers. For national media, need experience covering the law and/or political "beats."
LAW FIRM ADMINISTRATION	Private law firms	Handle office management (work flow, etc.) business development, clerk and attorney recruitment, clerkship programs, finances, personnel, etc.
LAW SCHOOL ADMINISTRATION	Law schools	Serve as Deans or Directors of Academics, Admissions, Career Services, Records, Alumni Affairs, Development.
LAW LIBRARIANSHIP	Law firms Law schools	Masters in Library Science, in addition to law degree, required in some positions.

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MATHEMATICS

What can I do with this degree?

AREAS	EMPLOYERS	STRATEGIES
INDUSTRY Research Development Design Data Processing Testing	Aerospace Communications Machinery Electrical equipment Pharmaceuticals	Note that greatest demand is for applied mathematics with skills in computer science, electronics design and theory, statistics and probability
CONSULTING FIRMS	Large CPA firms Independent firms	May require experience
GOVERNMENT	Federal agencies including: Defense, Labor, Justice, Agriculture, Health and Human Services, Transportation, Commerce, Treasury, NASA and Library of Congress	Become familiar with government hiring procedures
	State agencies involving research and problem-solving teams	Make contacts through involvement in campus, local, or state politics
RESEARCH	Industry Government	Develop computer and research skills Plan for graduate degree in area of interest
COMPUTERS Computer Industry Programming Systems or Applications	Computer hardware and software firms	Develop advanced computer skills Gain knowledge of computer languages Get exposure to large-scale hardware or mini/ micro systems
Systems Analyst		Develop ability to listen to what customer wants Keep up with latest developments in computer technology Learn good communication skills Acquire programming experience

AREAS	EMPLOYERS	STRATEGIES
Data Processing and Information Systems	Service companies Manufacturing firms Government--federal, state and local Banking, insurance and real estate Wholesale and retail trade firms	Develop good people and communications skills Acquire programming experience
Software	Standard software suppliers Custom software builders Turnkey contractors Service companies	
Hardware	Standard hardware firms	Develop computer skills
Training and Teaching	Public and private elementary and high schools Colleges and universities Computer camps Specialized training organizations Educational book publishers	Obtain certification for public schools Acquire a graduate degree in area of interest Master technical writing skills
INSURANCE Sales Actuarial Underwriting	Insurance firms Local and home offices	Develop computer skills Acquire a business minor Become treasurer of organization Obtain experience in fund-raising drives Become student member of professional organizations Get experience in benefits/personnel departments of corporations or in insurance companies Find internships
MARKET RESEARCH Data Collection Information Analysis	Market research firms Consumer goods manufacturing firms	Develop communications skills: reading, writing, speaking, typing and/or word processing skills Acquire a business minor Take a business research practicum Become a student member of American Marketing Association Assist with canvassing/phone interviewing for charities or political campaigns Work as a reporter on campus newspaper

AREAS	EMPLOYERS	STRATEGIES
SECURITIES Sales Research Operations	National and regional brokerage firms Discount brokerage houses Commercial banks Insurance companies	Plan on acquiring MBA Get sales experience Obtain a business minor Participate in team competition Become member of investment club Get telephone solicitation experience
EDUCATION	Public schools Private schools	Need certification for public schools Volunteer for Big Brother/Sister program, tutoring, child care centers, churches, teen counseling Work in summer camps Become involved in school programs: yearbook, debate, newspaper, government
	Two-year community colleges and technical institutes	Acquire a graduate degree (M.S.)
	Four-year colleges and universities	Acquire a graduate degree (Ph.D.)
BANKING Credit Lending Operations Systems Trusts	Commercial banks Regional banks Savings & Loan associations	Find a summer internship Develop good interpersonal skills Obtain business minor and computer skills Work as cashier/teller Get clerical experience Become financial officer/treasurer of campus organization
RETAILING Store Management Buying	Department, grocery, drug, specialty and variety chain stores	Get retail or selling experience Secure leadership positions Become treasurer or financial officer of organization Seek sales position on yearbook or campus newspaper Find internship

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NURSING

What can I do with this degree?

AREAS	EMPLOYERS	STRATEGIES
STAFF NURSING Medical/Surgical Specialties Pediatrics Operating Room Emergency Room Critical Care Units Labor and Delivery Newborn Units Research, Transplant, and Detoxification Units	Hospitals, medical centers, physicians' offices, medical groups, educational institutions, home care services Extended care facilities such as nursing homes, rehabilitation centers, and hospices Psychiatric units Public health services: local, state, and federal Government institutions, armed services Church-related mission services International health care agencies Business and industry	Gain experience through externship/internship programs. Work or volunteer in health care/medical settings during vacations. Take electives in areas such as wellness, holistic health, medical ethics, death and dying. Develop good organizational skills and ability to handle stress. Plan on graduate education for positions as clinical specialist or nurse administrator.
COMMUNITY AGENCIES Home Health Care Public/Community Health Rural Nursing Occupational/Industrial Health	Public and private schools and camps Health Maintenance Organizations (HMOs) Day care centers, mental health centers Business and industry; health services centers State and local health departments Home health care agencies Hospital outpatient departments Senior centers Nurse-run clinics	Develop knowledge and skills in management, decision-making, mediation, teaching, counseling, and speaking and writing. Gain experience in the ability to handle emergencies including first aid procedures, work independently, and be flexible. Expand knowledge of health issues related to age, cultures, religions, ethics, and government policies. Consider graduate preparation for nurse practitioner.
LONG-TERM CARE AGENCIES Chronic Health Conditions	Nursing homes, retirement centers, residential day care centers Rehabilitation centers Hospice organizations	Plan on graduate study as nurse practitioner or nurse specialist for advancement. Develop patience, ability to work with both patients and families for long periods, good listening skills. Take additional courses in holistic health, death/dying, and medical ethics.

AREAS	EMPLOYERS	STRATEGIES
INDEPENDENT PRACTICE Practitioner Clinician Anesthetist Midwife Private Duty	Physicians, clinics, Health Maintenance Organizations (HMOs) Hospitals, industries, long-term care facilities, colleges, public health agencies, prisons Self-employment: independent/joint practice	Plan on acquiring experience, advanced education and certification. Must like to work autonomously, make independent decisions, be self-directed, detail oriented. Master bilingual skills to be more valuable.
GOVERNMENT SERVICE	Health agencies including Public Health Service, Indian Health Service, Veterans Administration, Civil Service, Peace Corps/VISTA Armed services International health agencies	Must identify interest in medical and hospital services, research, or public health. Plan on graduate study in teaching, research, or administration for advancement. Become familiar with other cultures, languages, health systems and beliefs. Be prepared for combat nursing in armed services.
EDUCATION Teaching Counseling Admissions/Recruitment	Vocational programs, hospitals Colleges, universities International health care organizations Wellness centers Public schools	Develop patience, sensitivity to needs of young adults as well as patients, and ability to accept responsibility for actions of others. Take courses in education, principles and practices of teaching. Need advanced degrees to teach at college/university level. Develop skills in sales, marketing, and public speaking.
NURSING RESEARCH	Large hospitals, medical centers Colleges, universities Centers for Nursing Research National Institute for Nursing	Gain experience with research through supervised independent study or course projects. Develop curiosity, analytical thinking, attention to detail, persistence, and good speaking and writing skills. Plan on obtaining doctoral preparation.
INTERNATIONAL FIELDS International Health	Embassies, military bases, national or international government agencies, private voluntary organizations, universities Business and industry Church-related mission services World Health Organization	Consider advanced education as clinician or nurse practitioner to be more valuable. Inquire about need for additional preparation in religious studies or similar courses.

AREAS	EMPLOYERS	STRATEGIES
OTHER AREAS: Marketing/Sales Product Manager Entrepreneur Quality Assurance Editor/Writer Communications Specialist	Hospitals Business and industry: pharmaceutical companies, medical equipment, computers, insurance Medical/health publications Universities Health care advertising agencies Professional associations	Plan on obtaining minor in business or communications.

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PHILOSOPHY

What can I do with this degree?

AREAS	EMPLOYERS	STRATEGIES
SOCIAL/COMMUNITY SERVICES Research Staff Positions	Nonprofit organizations Organizations serving the arts Social service organizations Public interest research groups Museums Libraries	Develop excellent verbal and written communications skills. Gain related work experience. Acquire master's degree in Library and Information Sciences.
Counseling	Mental health organizations	Take counseling courses. Obtain master's degree in social work or counseling for therapy positions.
RELIGION/MINISTRY Clergy Staff positions	Local churches/synagogues District, jurisdictional, national and world divisions of denominations Religious affiliated schools, colleges and universities Local, national and international mission field Religious organizations	Obtain appropriate seminary training for clergy. Become certified through denomination for specialized staff positions. Gain related experience through local church or religious organizations.
EDUCATION Teaching Research Administration Student Affairs	Colleges and universities Adult Education Programs Vocational-Technical Educational Programs Professional or graduate schools including medical	Obtain Ph.D. for most teaching and research positions. Develop one or more concentrations, such as mathematics, medical or business ethics, science, religion, etc. Gain related experience. Combine with master's degree in specialized area, e.g., Library and Information Sciences, College Student Personnel, etc. Secure internship in area of interest.

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AREAS	EMPLOYERS	STRATEGIES
RESEARCH	Colleges and universities Government agencies Insurance companies Publishers Museums Political organizations Public Interest Research Groups Nonprofit organizations	Obtain Ph.D. for college and university advanced positions. Develop excellent research and verbal and written communications skills. Obtain related experience.
GOVERNMENT Staff Positions Congressional Staffs Lobbying	Federal, state and local government Federal agencies including Office of Personnel Management Commission on Civil Rights Consumer Product Safety Commission Department of Energy Federal Communications Commission Foreign Service Federal Municipal Archives National and State Endowments for the Humanities	Learn federal, state and local job application process.
CONSULTING	Service organizations Research organizations Health science funding agencies	Obtain graduate degree. Gain related experience.
ETHICS Medical Environmental Research	Medical and professional schools Colleges and universities Consulting services Research organizations Health science funding agencies Environmental agencies Federal and state government	Obtain Ph.D. for most positions. Participate in related professional organizations. Join debate groups. Develop excellent research, verbal and written communications skills. Learn federal and state government job application process.

AREAS	EMPLOYERS	STRATEGIES
WRITING Writing Editing Technical Writing Journalism Advertising	Publishing companies Insurance companies Travel agencies Magazine and newspaper companies Professional/Trade associations Advertising agencies/departments	Serve on college newspaper staff. Develop excellent writing and desktop publishing skills. Take courses, minor or double major in journalism, advertising or English. Get related experience. Become student member of related professional group.
BUSINESS Management Sales/Marketing Human Resources Marketing Research Advertising Finance Insurance Lobbying	Business firms Insurance companies Bookstores Marketing research departments/organizations Museums Travel agencies Advertising agencies/departments Real estate companies	Take a business minor. Get related experience. Earn leadership role(s) in campus organization(s). Take advertising courses.
GENERAL INFORMATION • Philosophy students develop many functional skills which can be transferred from one career/job to another and provide flexibility and capacity for growth that employers find valuable. • These skills include analytical, organizational, research, and oral and written communication. Abilities include generate ideas, formulate and solve problems, integrate diverse data, construct useful analogies, adapt to change, elicit hidden assumptions, persuade people and summarize complicated material.	**General Information, Continued** • Undergraduate degree qualifies for entry-level positions in business, nonprofit organizations, and government. • Graduate studies usually lead to careers in law, ministry, finance, psychology, counseling, diplomacy, and related areas. • Ph.D. is required for college/university teaching and research. • Concentrations with other areas can include: Philosophy and mathematics, religion, science, history, women, Eastern philosophy and medical or business ethics. • Selected computer science courses essential and offers more employment opportunities.	**General Information, Continued** • Develop aptitudes for analytical thinking, logic and statistics in order to apply philosophy to a broad range of professions such as: law, government, finance, management consulting, and related areas. • Join related student or professional organizations. • Seek related summer or part-time work experience or internships in area(s) of interest.

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POLITICAL SCIENCE & GOVERNMENT

What can I do with this degree?

AREAS	EMPLOYERS	STRATEGIES
GOVERNMENT Public Policy Public Admin. Research Peace Corps Intelligence Service Foreign Service Political Affairs Economic Affairs Administrative Affairs Consular Services US International Communication Agency	Federal, state, and local government	Acquire foreign language competence for international positions Secure internship Serve in model United Nations Become involved in student government Participate in cross-cultural groups/ organizations Write for campus publications dealing with national and international affairs Develop skills in math and statistics helpful
LAW Lawyer Legal Assistant	Corporations State and local government Private practice	Develop research, writing, analytical, and communication skills Secure internship
POLITICS Staff of State or National Official Campaign Worker Groups Political Party Public Interest	Legislators, national and state Republican/Democratic National Committee Public Interest Advocacy groups Campaigns--national, state, county, city	Volunteer for local or national campaigns Secure internship Earn leadership roles in campus/local organizations Develop verbal & written communication skills Become involved in campus political organizations, student government, campus publications, and community service projects Take courses in statistics, computer science, environmental protection, public policy Develop network of personal contacts
JOURNALISM Editing Reporting/Research Advertising Space Circulation Sales	Large circulation newspapers Local newspapers Wire services Trade newspapers	Find summer/part-time work and internships Get sales experience Gain skills in typing/VDT, photography Develop excellent grammar, verbal, and writing skills Serve on college newspaper/yearbook/ publications Become student member of professional group

AREAS	EMPLOYERS	STRATEGIES
INTERNATIONAL ORGANIZATIONS	Private non-profit groups	Master a foreign language Obtain a business minor
BUSINESS International National Marketing Personnel Advertising Public Relations Banking/Finance	Business firms	Develop strong analytical, verbal, writing, and computer skills Take a business minor or double major Get experience in area of interest Earn leadership role in campus organization Secure internship
BROADCAST JOURNALISM News Programming Production	Major TV networks Commercial TV stations Public TV stations National radio networks State/regional radio networks Medium/small market radio station Independent radio syndications	Gain experience in radio, TV: reporting, writing, production, announcing Secure internship Volunteer with public radio, TV Develop good reporting, writing, verbal, and debate skills Cultivate attractive/appealing appearance Announce sports events Become involved in drama: direct, act, work with technical crew
RETAILING Store Management Buying	Department, grocery, drug, specialty, variety chain stores	Earn leadership role(s) in campus organization(s) Become financial officer/treasurer of organization Take a business minor Obtain sales position on yearbook, campus newspaper Get work experience in retailing Secure internship
EDUCATION	Public schools Private schools Colleges and universities	Obtain volunteer or work experience with community/church youth programs Participate in sports (can lead to coaching) Become involved in student clubs, debate, publications, government, and activities

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PSYCHOLOGY
What can I do with this degree?

AREAS	EMPLOYERS	STRATEGIES
HUMAN SERVICES Counseling Advocacy Mental Health Services	Federal government, Departments of Health and Human Services Justice Veteran's Administration State government, Departments of Human Services Mental Health & Mental Retardation Community mental health centers State psychiatric hospitals Facilities for mentally retarded Justice Probation and parole Local government Senior citizens' centers United Way agencies/local branches of national nonprofit organizations including: YMCA/YWCA Goodwill Industries Boys and Girls Clubs Religiously-affiliated service organizations	Obtain essential practical experience: Find part-time or summer jobs, e.g., camp counselor, resident hall advisor Plan internship or practicum placements for academic credit Get volunteer experiences, e.g., hotline, Big Brother/Sister, Special Olympics, psychiatric hospital, service fraternity/sorority Pursue excellent academic record Become fluent in foreign language spoken by multi-cultural clients Be willing to relocate Obtain graduate degree for substantive counseling work Become familiar with government hiring procedures
ADMINISTRATION	Federal, state and local government National headquarters and local branches of non-profit organizations	Consider business minor or double major Get experience in counseling or advocacy Need masters in health care administration for advancement
COMMUNITY RELATIONS	Federal, state and local government Local branches of national non-profit organizations	Obtain experience in counseling, advocacy, or administration Acquire knowledge of community problems and government resources
PROGRAM DEVELOPMENT	Federal, state and local government National headquarters and local branches of non-profit organizations	Acquire experience in counseling, advocacy or administration Obtain graduate degree for advancement

AREAS	EMPLOYERS	STRATEGIES
RESEARCH	Federal government, especially Dept. of Health and Human Services National Institute of Education Office of Naval Research National headquarters of non-profit organizations	Develop strong quantitative and statistical skills Obtain graduate degree for advancement
HUMAN RESOURCES Employment and Recruitment Labor Relations Compensation and Benefits	Human Resources (Personnel) departments of companies Government personnel agencies and departments Employment agencies	Acquire related experience as: Resident Hall advisor, New Student Orientation Advisor, Admissions office tour guide or recruiter Find committee work in policy making or settling disputes
PUBLIC RELATIONS Research Programming Writing and editing Special events Media placement Public speaking Fund-raising	Public relations and advertising firms Companies with in-house public relations departments Trade associations Federal, state and local government Colleges and universities Non-profit organizations	Develop strong writing and speaking skills Obtain related experience with campus newspaper, TV, or radio, Admissions office as tour guide or recruiter, Student Activities office in planning Serve as fund-raiser, political canvasser Find internship through campus chapter of Public Relations Society of America
ADVERTISING Creative Media Account Services Research	Advertising agencies Companies with in-house advertising agencies or departments	Obtain relevant experience with campus newspaper, TV, or radio Work with student-run business Find internship with member of American Advertising Federation or market research firm Develop portfolio for creative positions Plan business minor or double major for Account Services positions

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AREAS	EMPLOYERS	STRATEGIES
MARKET RESEARCH	Market Research firms Market Research departments of consumer goods manufacturing firms	Develop strong background in math/statistics Become involved in American Marketing Association Obtain related experience: Get part-time or summer field service experience with market research firm (see "Marketing Services" in Yellow Pages) Obtain business research practicum experience Become reporter for campus newspaper Serve as canvasser/phone interviewer for charity or political campaign
TEACHING	Public and private schools	Obtain teaching certificate for public school positions Seek guidance from education department of your school Secure strong personal recommendations Volunteer as a tutor
RETAILING Management Buying	All major retail firms including: drug specialty variety department store chains	Obtain related sales experience with part-time summer retailer, campus yearbook or newspaper Secure leadership position in campus organization Find internship with individual or chain store
SALES	Retailers Wholesalers Manufacturers Insurance companies Real estate companies	Obtain sales experience

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SOCIOLOGY

What can I do with this degree?

AREAS	EMPLOYERS	STRATEGIES
ENVIRONMENT AND SOCIETY	Waste management firms Health agencies Local planning agencies Environmental advocacy groups National advocacy groups Environmental periodicals Federal government Regional, state, and local agencies Consulting firms	Take courses in general and urban ecology, statistics, and public speaking. Learn skills in communication networking, electronic mail and analytical writing. Gain experience via part-time or summer jobs, internships or practicum placements, and volunteer work. Obtain graduate degree for advancement.
CRIMINAL JUSTICE Corrections Rehabilitation Law Enforcement Judiciary	Correction institutions Court systems Federal, state and local government, especially law enforcement agencies	Emphasize research methods, statistics, and computer skills Gain essential practical experience via part-time or summer jobs, internships or practicum placement, and volunteer work. Learn skills in communication networking and electronic mail. Obtain graduate degree for advancement.
DEMOGRAPHY	Companies and orgainzations doing demographic forecasting and population studies Companies compiling market research data Consulting firms Business and Industry International, federal and state agencies Government and regional planning departments Colleges and universities Foundations Advertising and marketing firms Private research firms	Take courses in social research methods, statistics, computer applications, calculus and foreign language. Develop good communication skills. Gain experience via internships or part-time jobs in companies with statistical research departments. Learn skills in communication networking and electronic mail. Obtain graduate degree for advancement.

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AREAS	EMPLOYERS	STRATEGIES
HUMAN SERVICES Counseling Advocacy Mental Health Services Social Services, including: Administration Programming Recreation	Advocacy groups Federal, state and local government United Way agencies/local branches of national non-profit organizations Religiously-affiliated service organizations Adoption and child care agencies Public and private nursing homes Hospitals	Learn skills in communication networking and electronic mail. Concentrate course work in areas of interest. Pursue excellent academic record. Emphasize research methods courses, statistics courses and computer skills. Obtain counseling courses and experience for counseling and case worker positions. Acquire related experience. Obtain graduate degree for advancement. Consider business minor or double major for positions in administration, and master's in health care administration for advancement. May need master's degree in social work or counseling for counseling positions.
BUSINESS Demography/Planning Human Resources Management Sales Advertising Marketing Consumer Research Insurance Real Estate Personnel/Training Administration	Research departments/firms Personnel/industrial relations departments Marketing/management firms Organizational planning departments/firms International businesses Manufacturing firms Advertising firms Consumer research/public relations firms Insurance/real estate companies Publishing firms Consulting firms	Focus on an occupational area: personnel, industrial relations, management, marketing, or public relations. Take courses in labor relations, industrial psychology, personnel management, public speaking, writing, social psychology and/or business. Gain related experience. Obtain graduate degree for advancement. Learn skills in communication networking and electronic mail. Stress work experience, social skills, public speaking, writing skills, statistics and research training when interviewing.
EDUCATION Teaching Administration Alumni Relations Placement Offices Research	Public and private schools Colleges and universities	Obtain certification/licensing to teach grades K-12. Volunteer as a tutor. Obtain Ph.D. to teach and for advanced research positions in colleges and universities. Secure strong personal recommendations. Learn skills in communication networking and electronic mail.

AREAS	EMPLOYERS	STRATEGIES
SOCIAL SCIENCE RESEARCH Market Research Analysis Evaluation Research	Federal government National headquarters of non-profit organizations Firms conducting social, market, or statistical research Public relations firms Professional periodicals Newspapers and magazines Social service agencies Hospitals Business and industry Labor unions Professional sociologists Universities Religious organizations Public opinion research polls	Learn federal government job application process. Develop strong quantitative, statistical, writing, information gathering, and assimilating skills. Take courses in research methods and statistics. Learn skills in communication networking and electronic mail. Acquire related experience. Obtain graduate degree for advancement and specialized areas.
COMMUNITY RELATIONS	Federal, state and local government National headquarters and local branches of non-profit organizations Private social service organizations Religiously-affiliated service organizations Child care agencies	Learn federal, state and local government job application process. Obtain experience in counseling, advocacy or administration. Acquire knowledge of community problems and government resources. Gain volunteer experience. Take courses in public speaking and social psychology. Learn skills in communication networking and electronic mail.
GOVERNMENT Social Science Analysis Social Statistics Demography Administration Management Program Development Policy Analysis Personnel Research Investigation	Public assistance agencies Federal, state, local and county government	Learn federal, state, and local government job application process. Learn skills in communication networking and electronic mail. Obtain experience in research and evaluation. Acquire skills in survey and evaluation research, and specialties in such fields as health sociology, aging, criminal justice, demography, and family. Gain experience via co-op programs and volunteer work. Obtain graduate degree for advancement.

Prepared by the Career Planning staff, Career Services, 100 Dunford Hall, University of Tennessee, Knoxville, from resources available in its Career Resource Center. This information only highlights career opportunities. (1994)

BEST COPY AVAILABLE

SECTION THREE

ACADEMIC ADVISING

HOUSTON BAPTIST UNIVERSITY

REGULATIONS AND RESPONSIBILITIES

ADVISOR CONTACTS AND RESPONSIBILITIES
1994-95

I. Individual Student Advisement

The number of advisees assigned to each advisor varies with the type of commitment arranged for the individual advisor. In most instances, the advisement load includes students of all classifications (freshman, sophomore, junior, senior, and special) and students of all levels of scholastic standing (Academic Warning, Academic Warning Continued, Probation, Probation Continued, Honorable Mention, Honor Roll, and Dean's List). Advisees on academic warning or probation should receive early and careful attention; their academic progress should be monitored with utmost care.

While one goal of the advisor/advisee relationship is to encourage student-initiated contacts, a minimum number of advisor-initiated contacts are expected. "Intrusive Advisement" is an appropriate and successful way to approach the advisor/advisee relationship.

II. Minimum Contacts

Fall Quarter 1994

A. Arrange an initial contact with all advisees early in the quarter. The first contact should occur no later than October 24, the last day a student can drop a course. If at all possible, the initial contact for individual advisees on academic warning or probation should occur before the end of the add period; the last date to add courses is Thursday, September 8. The advisor's responsibilities during the first meeting include getting acquainted, defining roles, and setting expectations.

B. Contact advisees for a general information advisement session during the quarter. Discuss academic progress, educational/career goals, special needs, etc.

C. Have an advisement contact prior to Priority Registration for the Winter Quarter, November 8-9, 1994. Determine the course load and schedule of classes; sign the registration process form; etc. Registration process forms will be delivered to your dean's office on Monday of the fourth week of the quarter–September 26, 1994.

Winter Quarter 1994-95

A. Contact all advisees early in the quarter--no later than January 30, the last day a student can drop a course. Contact with probation students should occur before the end of the add period; the last date to add courses is Thursday, December 1, 1994.

B. Contact advisees for a general information advisement session during the quarter. Discuss academic progress, educational/career goals, special needs, etc.

C. Have an advisement contact prior to Priority Registration for the Spring Quarter, February 14-15, 1995. Determine the course load and schedule of classes; sign the registration process form; etc. Registration process forms will be delivered to your dean's office on Monday of the fifth week of the quarter--January 10, 1995.

Spring Quarter 1995

A. Contact all advisees early in the quarter--no later than April 24, the last day a student can drop a course. Contact probation students before the end of the add period; the last date to add courses is Thursday, March 9.

B. Contact advisees for a general information advisement session during the quarter. Discuss academic progress, educational/career goals, special needs, etc.

C. Have an advisement contact prior to Priority Registration for the Summer and Fall Quarters, May 9-10, 1995. Determine the course load and schedule of classes; sign the registration process form; etc. Registration process forms will be delivered to your dean's office on Monday of the fourth week of the quarter--March 27, 1995.

III. Quarterly Contacts

A. Review each advisee's grades from the previous quarter. Advisor copies of the grades are usually available the first week of each new quarter. Record or have the grades recorded on the "Smith College of General Studies Academic Record Card" in each student's folder.

B. Review the list of your advisees who are enrolled for the current quarter. Compare this list with your copy of the list from the previous quarter. Determine students not presently enrolled and perhaps make contact with those non-returning students. Also, determine those students having academic difficulty for specific advising and monitoring.

C. Review the list of your advisees who are on academic warning or probation and who are currently enrolled. Please advise these students carefully and have frequent contacts with them.

ADVISOR RESPONSIBILITIES
WHAT SHOULD ADVISORS BE EXPECTED TO DO AT HBU?

- Have an advising folder from the Smith College Office for each advisee. The advising folder should contain pertinent information about the advisee's educational history. The folder should be updated regularly by including grade/-transcript summaries sent at the end of each quarter and by including dated records of all actions and discussions of significance. Notes may be made in the folder of failure to appear for appointments, any academic difficulties, choice of vocational preference, decision to change major, or any other appropriate comments. Questions about and assistance with folders may be directed to the Smith College office.

- Be available to students on a regular basis. For example, post a schedule of office hours for advising conferences.

- Establish friendly relationships and rapport.

- Discuss long range and vocational and educational goals, and allow the director of career services to assist you.

- Discuss general adjustment to college.

- Help resolve academic difficulties.

- Know about and keep resource materials (such as the undergraduate catalog) on hand to answer questions about academic policies. Other useful resources are this handbook, the academic calendar, and class schedule books.

- Know about resource persons to whom to refer students or contact directly for information and advice--dean's office, Registrar's office, etc.

- Be informed about the counseling/testing center in the event referral is indicated. Staff members can assist you with questions and referrals.

- Know resources and opportunities available to facilitate in-class and extracurricular learning. Examples include facilities in the Student Affairs Office, concert and lecture series, etc.

- Send occasional invitations via campus mail to advisees living in student housing encouraging them to come in for a brief conversation to see how they are doing.

- Help in the decision-making process in regard to course choice, vocational indecision, or personal problems (Fogarty, 1981, p. 5).

ATHLETES--ACADEMIC ADVISING

Several factors must be considered when advising the student-athlete. Those factors include the following:

A. Minimum Academic Requirements

1. To be eligible to compete, academic requirements must be met. A student-athlete remains or becomes eligible by earning a minimum of 24 semester hours acceptable toward graduation each year. This 24-hour minimum has to be reestablished at the beginning of each quarter throughout the academic year.

2. A student-athlete who registers for 8 or more semester hours at the beginning of a quarter and subsequently drops enough semester hours to become part-time (less than 8 semester hours) immediately loses eligibility. NOTE: Any athlete wishing to drop a class or classes MUST have signed approval from the Athletic Director.

3. Student-athletes who are graduating seniors are not required to be enrolled full time during their final quarter of enrollment if their graduation requirements call for fewer than 8 semester hours.

B. Scholastic Standards

1. To be eligible to compete, the student-athlete must be making normal progress toward a recognized baccalaureate degree and attain the following cumulative grade point average:

0 - 22 semester hours. 1.60
23 - 44 semester hours. 1.75
45 - 66 semester hours. 1.90
67 semester hours and above 2.00

2. Each student-athlete failing to maintain the grade point average designated above will be placed on academic probation, will be removed from the eligibility lists, will not be allowed to represent Houston Baptist University, and will jeopardize athletically related financial aid.

C. Scheduling and Attending Classes

1. The student-athlete should schedule classes around established practice times during the season of competition. Such practices usually begin around 2:00 p.m. each weekday.

2. Since scheduled athletic events, especially those away from the campus of HBU, will occasionally cause the student-athlete to miss class, the athlete is expected to attend class at all other times. The student-athlete should also be reminded to notify his instructors when he will be forced to miss class and arrange to complete all missed work.

NOTE: **Questions regarding athletes should be addressed to the Athletic Director.**

PRESIDENT CALVIN COOLIDGE WROTE:

"MEN DO NOT MAKE LAWS. THEY DO BUT DISCOVER THEM. LAWS MUST BE JUSTIFIED BY SOMETHING MORE THAN THE WILL OF THE MAJORITY. THEY MUST REST ON THE ETERNAL FOUNDATION OF RIGHTEOUSNESS" (SONTE, 1983, p. 80).

CAREER SERVICES--AN INTRODUCTION

The Career Services Center, located in the Science Building in Room S-106, exists as a resource for students, faculty, and alumni. Students often need assistance in making the transition into college life, as well as in bridging the gap between their college experience and the world of employment. All Center services are available to current and former students, faculty, staff, and their family members. These services include:

1. Career Counseling/Testing

   *Selection/Change of Major
   *Application Ideas for a Degree/Major (Careers that fit both the area of academic preparation and the student's interest, personality, and skills)
   *General Trends in the Employment Market
   *Salary Expectations

(Note: Students should be encouraged to use this service early in their college experience to add focus to their academic pursuits.)

2. Resource Library

   *College Catalogs (Undergraduate & Graduate from most institutions in Texas and contiguous states)
   *Guides to graduate and Professional Programs
   *Books on Resume Preparation and Job Search Skills
   *Job Choices Magazines (FREE)
   *Employer Information

3. Part-Time/Full-Time Job Listings

   *Updated Daily
   *Internships
   *Practica
   *On-Campus Jobs (Work-Study)

4. Seminars

   *Resume Preparation
   *Effective Interviewing
   *Assertiveness and Professional Image
   *Job Search Strategies

5. Career Fairs

   *Annual Fall Fair (October)
   *Texas Job Fair in association with the Houston Area Consortium of Career Centers (February)

6. Recruiting

*On-Campus Opportunities for Students to Interview with Employers
*Resume Referral to Interviews at Employer Site

7. Resume Expert Plus

*Automated Placement Management System
*Extremely User-Friendly
*Available in 3 1/2" or 5 1/4" Format
*Tailored to HBU Colleges, Degrees, and Majors
*Student Selects from 6 Styles and 20 Soft Fonts
*General Resume is Stored in the Database, Allowing Center Personnel to Match Student Qualifications with Available Opportunities
*Cost of $25 includes 4 Laser-Printed Copies of Student's General Resume Each Time He/She Updates/Uploads

Advisors are encouraged to refer students to the Career Services Center at their discretion. Your input and ideas about Center services are always welcome. Should you choose to address career-related matters in your classes, the Director of Career Services will gladly help you do so. You may reach the Career Services Center by dialing extension 3359 or the Director by dialing 3357.

"FOR THE WAYS OF MAN ARE
BEFORE THE EYES OF THE LORD,
AND HE PONDERETH ALL HIS
GOINGS"
(PROVERBS 5:21, THE HOLY BIBLE).

CHRISTIANITY PLACEMENT

TO: All Faculty Advisors

FROM: Department of Christianity and Philosophy

DATE: July 30, 1993

The Department of Christianity and Philosophy asks that you keep in mind the following matters as you advise your students:

1. Students should take Christianity courses in sequence:
   Old Testament CHRI 1313
   New Testament CHRI 1323
   Christian Doctrine CHRI 2333
   If this is a problem, contact the chairperson of the Department of Christianity and Philosophy.

2. Remember that the Bulletin of Information states that BOTH Old Testament and New Testament are PREREQUISITES for taking Christian Doctrine.

3. Because Philosophy is such a meaningful preparatory course for any major in the liberal arts, please advise students to take at least one course in Philosophy. Courses in Philosophy now are required for a major in Christianity.

4. All Christianity majors and/or church vocations students should seek an advisor from the Christianity Department in order to be properly guided in academic pre-seminary courses.

"TRUST IN THE LORD WITH ALL THINE HEART; AND LEAN NOT UNTO THINE OWN UNDERSTANDING. IN ALL THY WAYS ACKNOWLEDGE HIM, AND HE SHALL DIRECT THY PATHS" (PROVERBS 3: 5-6, THE HOLY BIBLE).

CONVOCATION POLICIES

1. All full-time students (8 hours or more) are required to attend convocation as long as they attend Houston Baptist University. This is a degree requirement.

2. This course will be taken on a pass-fail basis with satisfactory attendance being a criterion for grading. Students are to be attentive at all convocations and present a good image of our student body.

3. It is the responsibility of each student to know his convocation requirement and also to see that his/her attendance is accurately recorded by the attendance clerk. Students must be checked in by 10:10 a.m. to be counted present. No student is dismissed until the program is terminated.

4. Satisfactory attendance means that a student must attend 2/3 of the convocation programs in each quarter. This means attending eight (8) of twelve (12) in the fall and spring quarters and seven (7) of ten (10) in the winter quarter. This requirement of eight (8) of twelve (12) is due to the extra Tuesday and Wednesday convocations during Life Commitment Week in the fall and the Staley Christian Lecture Series in the spring. No disciplinary action will be taken for unsatisfactory attendance, but a student who fails will jeopardize his/her graduation, financial aid, or campus housing.

5. The absences allowed per quarter include those absences due to illness, personal reasons, etc.

6. Convocation is scheduled from 10:10 a.m. to 11:00 a.m. each Thursday in Sharp Gymnasium. Convocation attendance will be recorded by an electronic reader which scans the individual bar code affixed to the back of the student's I.D. card. Students without their I.D. cards will not receive credit for attendance. Students scanned after 10:10 a.m. will be reported as late and will be required to provide an appropriate excuse to the Vice President for Student Affairs.

7. LUNCH ENCOUNTERS are held in the Cullen Parlor after each convocation. Faculty, staff, and students are invited to share a lunch and dialogue with the convocation guest that day. The lunches cost $1.00, and all the proceeds go to support Baptist Student Union Summer Missions. The lunches are provided by local churches, student organizations, etc.

8. Tuesdays at 10:10 a.m. will be Activity Period to be used for such activities as Senate or C.L.C. committees, class meetings, Roundtable, pep rallies, student recitals, etc. Exception to this rule is that the Tuesday Activity Period will be utilized as additional convocations during Life Commitment Week in the fall and the Staley Christian Lecture Series in the spring. All activities are to be scheduled on the official school calendar in the Student Affairs Office.

9. The Vice President for Student Affairs will have the authority for the implementation of the program.

10. Only members of the Houston Baptist University family may attend these convocations. (Students' parents are considered as family.) Only a limited number of tickets will be distributed for some of the convocations as facilities permit.

EDUCATION MAJORS AND TEACHER CERTIFICATION CANDIDATES

1. These suggestions apply to undergraduate students only. Requirements for post-baccalaureate and graduate students seeking certification are determined on an individual basis by the Dean of the College of Education and Behavioral Sciences.

2. Smith College requirements for students seeking teacher certification are as follows:

	Smith College Course Requirements	Semester Hours
CHRI	1313, 1323, and 3 hrs. from CHRI 2333, 2343, 2353, 2363	9
ENGL	1313, 1323, and 6 hrs. with no more than 3 hrs. from ENGL 3303, 3340, 3345	12
SPCH	1313 The communication Process	3
MATH	1313 College Algebra or higher	3
SCIENCE	IF BA 4 hrs. Lab Science* IF BS 8 hrs. lab science*	4 - 8
CISM	1321 Introduction to Computer Applications or higher	3
KINE	2200 Concepts of Human Wellness	2
POLS	2313 American and Texas Government	3
PSYC	3313 Human Growth and Development	3
SOCI	2311 Schools and Learning	3
HIST	2313, 2323 The United States	6
FINE ARTS	3 hrs. from MUHL 2212, 2222, 2232, 2312, ART 2313, 2323, 3343, or INDC 2301-2304 Culture & Human Experience	3
		BA 54 BS 58

*There are specific science course requirements for elementary and kinetics certification.

Permitting students seeking teacher certification to take courses other than those listed above to satisfy the Smith College requirements may ultimately force them to earn more than 130 hours to graduate.

3. In order to take education courses, students should:

   a. Apply for admission to the Teacher Education Program;

   b. Have completed at least 64 semester hours;

   c. Have successfully completed all 3 sections of the TASP Test (Texas Academic Skills Program). (Students may be allowed to take up to 6 semester hours of education course work before completing this requirement.)

4. At the time of the filing of the degree plan, a student should be advised to take and pass the English Proficiency Examination (and Spanish for bilingual education majors) prior to student teaching and to plan for student teaching. Student teaching involves working in a school all day, every day for an entire quarter. Students should be discouraged from taking additional course work during student teaching.

5. Students are requested to apply for student teaching and confer with a member of the Education faculty two quarters prior to student teaching. A cumulative grade point average of 2.5 is required to student teach and to be recommended for teacher certification.

6. There are several basic teaching certificates available at HBU with specific majors designed for each.

   a. Elementary
      1) Grades Pre-K-6 with Early Childhood Specialization
         (Majors: Interdisciplinary Studies and Early Childhood Education)

      2) Grades 1-8 with Academic Area Specialization
         (Majors: Interdisciplinary Studies and one of the following:

         Art
         Bilingual education
         Biology
         English
         History
         Math
         Spanish

      3) Grades 1-6 with Special Education Specialization (This permits the student to teach grades 1-6 in elementary school and pre-school-12 in special education classrooms.)
         (Majors: Interdisciplinary Studies and Generic Special Education)

b. Secondary, Grades 6-12
(2 majors chosen from the following:)

Art	Human Kinetics
Biology	Math
Chemistry	Psychology
English	Sociology
French	Spanish
Government	Speech
History	

c. All level Art or Music, Grades K-12

7. Any member of the Education Department faculty will be happy to assist a student in choosing teaching fields and sequencing courses.

"THE REWARDS OF ADVISING ARE PERSONAL. THE NICEST PART IS SEEING THE STUDENT DEVELOP OVER THE YEARS -- BECOME INDEPENDENT. IN THE BEGINNING YOU'RE TELLING THE STUDENTS. BY THE FOURTH YEAR, IF YOU'VE DONE A GOOD JOB OF ADVISING, THE STUDENT IS TELLING YOU" (COLLEGE OF SCIENCES AND HUMANITIES, UNDATED, p. 1).

ENGLISH PLACEMENT GUIDELINES

Advisors are asked to enroll freshmen in the appropriate English courses (i.e., English 1303 or English 1313) on the basis of the following guidelines:

1. Place in English 1303 entering freshmen scoring below 40 on the TSWE and below 18 on the English section of the ACT.

2. Place in English 1313 students scoring 40 or above on the TSWE or 18 or above on the ACT.

3. Place entering freshmen with no available scores in English 1303.

4. Entering international students should enroll in English 1303.

"THEREFORE ALL THINGS WHATSOEVER YE WOULD THAT MEN SHOULD DO TO YOU, DO YE EVEN SO TO THEM: FOR THIS IS THE LAW AND THE PROPHETS" (MATTHEW 7:12, THE HOLY BIBLE).

ENGLISH PLACEMENT--THE WRITING LAB

SUMMARY

The Writing Laboratory is conducted in a specialized manner. This method ensures that students receive private attention and tutoring. This philosophy of individuality has given the Writing Laboratory at Houston Baptist University an excellent reputation.

PHILOSOPHY

The Writing Laboratory is a workshop designed to provide individual help to students registered at Houston Baptist University. Since its inception in 1982, this Laboratory has operated under one basic principle: INDIVIDUAL ATTENTION IS THE KEY TO HELPING A STUDENT.

The secret to the success of the Writing Laboratory at Houston Baptist University is the true commitment to individual attention and the close association the director of the laboratory achieves with each student.

PROCEDURE

The laboratory is open to any student registered in ANY class at Houston Baptist University; the student does not have to be registered in English 1303 to receive help at this laboratory.

The director confers with all students for at least a few minutes each laboratory session.

VALUE TO THE UNIVERSITY

For 12 years, the Writing Laboratory has been a valuable learning resource for students.

Students who have not passed the English Proficiency Examination (EPE) and those who are afraid that they will not pass come to the laboratory for practical suggestions on overcoming anxiety in test-taking situations.

"HAPPY IS MAN THAT FINDETH WISDOM, AND THE MAN THAT GETTETH UNDERSTANDING" (PROVERBS 3:13, THE HOLY BIBLE).

ENGLISH PLACEMENT--THE WRITING LAB

MEMORANDUM

DATE: July 27, 1994

TO: All Advisors

FROM: Dr. Elysee Peavy, Chair
Department of Languages

SUBJECT: The Writing Lab and ENGL 1303

All students who register for any section of ENGL 1303 Basic Grammar and Composition must also register for the 1303 lab.

"THE FEAR OF THE LORD IS THE BEGINNING OF KNOWLEDGE: BUT FOOLS DESPISE WISDOM AND INSTRUCTION"
(PROVERBS 1:7, THE HOLY BIBLE).

EVENING PROGRAM
ONE-YEAR SCHEDULE FOR SMITH COLLEGE

SUMMER 1994	CHRI 1313-11 MTWT	18:00-19:55
	CHRI 1323-02 MW	18:00-19:55
	CISM 1321-03 MW	18:00-19:55
	ENGL 2323-11 MTWT	18:00-19:55
	ENGL 3340-12 MTWT	20:05-22:00
FALL 1994	BIOL 2404-01 MW	18:00-19:55
	BIOL 2404-L1 MW	20:05-22:00
	BUSA 3320-01 TT	18:00-19:55
	CHRI 1313-05 TT	18:00-19:55
	CISM 1321-04 MW	18:00-19:55
	ECON 2301-01 TT	18:00-19:55
	ENGL 1313-04 MW	18:00-19:55
	GEOG 3300-01 M	18:00-22:00
	INDC 3312-02 MW	18:00-19:55
	MATH 1313-04 TT	18:00-19:55
	POLS 2313-02 TT	18:00-19:55
	SPAN 1314-03 TT	18:00-19:55
	SPCH 1313-04 TT	20:05-22:00
WINTER 1994-95	BUSA 3320-01 MW	18:00-19:55
	BUSA 3340-01 MW	18:00-19:55
	CHEM 1404-01 MW	18:00-19:55
	CHEM 1404-L1 MW	20:05-22:00
	CHRI 1323-05 TT	18:00-19:55
	CISM 1321-03 TT	18:00-19:55
	ECON 2302-01 TT	18:00-19:55
	ENGL 1323-03 MW	18:00-19:55
	ENGL 2313-03 TT	18:00-19:55
	ENGL 3340-01 MW	18:00-19:55
	HIST 2313-03 TT	18:00-19:55
	INDC 3313-02 T	18:00-22:00
	MATH 1313-03 TT	18:00-19:55
	PSYC 1313-03 W	18:00-22:00
	SPAN 1324-03 TT	18:00-19:55
SPRING 1995	CHRI 2333-04 TT	18:00-19:55
	CISM 1321-03 MW	18:00-19:55
	ECON 1301-01 TT	20:05-22:00
	ENGL 2313-05 TT	18:00-19:55
	HIST 2323-02 TT	18:00-19:55
	INDC 3304-02 TT	18:00-19:55
	KINE 2200-02 T	18:00-21:00
	POLS 2313-02 TT	18:00-19:55

FINANCIAL AID PROCESS AT HOUSTON BAPTIST UNIVERSITY

I. ALLOCATION OF FUNDS

A. Federal: Application due in September for next academic year

Based on formula including previous year's usage of funds

Head count

Total amount of tuition and fees

Income grid of parents and students

B. State: Application due in March for next academic year based on need of fulltime Texas residents not majoring in religion or receiving athletic grants

C. Institutional: Application (budget request) due in December for next academic year

After the budget is approved in the spring, funds are allocated to the various departments based on the previous year's usage.

Each department is notified of amounts it has to award. After July, that commitment is over, and funds are reallocated to departments needing them, i.e., Presidential Scholarship funds (Mr. Stiles) may be shifted to Music (Dr. Linder), etc.

II. SELECTION:

1. Applications are ready for students in February for the next academic year. A May 1st priority deadline is used. Awards are made beginning in late May, early June.

2. Federal and State aid are based on a demonstration of financial need. This process takes six to eight weeks, so students need to plan ahead.

3. Institutional aid is based on criteria set by the administration and the department concerned but with some basic minimum standards, such as (1) fulltime status, (2) convocation passed, (3) minimum GPA (4) eligibility to represent the institution.

III. DELIVERY SYSTEM:

1. Financial Aid Office collects all supporting documents and verifies all information.

2. Awards are then made in the following order:

   a. Pell Grant
   b. TEG
   c. Institutional grant
   d. Work-study
   e. Loans

3. Award letters are sent to the student with one or more of the above programs. Awards are made for the entire year but broken down by quarters.

4. Student accepts the award notice and is then ready to register for the next enrollment period.

5. After registering for the quarter, the student comes to the Financial Aid Office to have monies applied to his/her account.

6. Student takes the receipt to the business office and settles his/her account. If financial aid is greater than the bill, he/she may collect excess in the form of a refund to cover indirect costs (such as housing, transportation, etc.).

IV. PARAMETERS AND DISCUSSION:

1. Federal and State programs have fairly rigid guidelines that allow for little deviation.

2. Our institutional aid philosophy is to use limited budgets to help and reward the maximum number of students. A student, therefore, may receive only one type of institutionally funded scholarship.

V. TYPICAL AID RECEIVED:

Stephen's parents' income is $32,443, and he made $4302. He lives at home, and his total cost is $10,226. Based on the federal formula, his parents can contribute $929, and he should contribute $

FOREIGN LANGUAGES--GENERAL INFORMATION

The six-semester hour option in foreign language for the B.A. degree may be satisfied through the elementary courses, or more advanced courses, in any of the foreign languages. Students who wish to continue studying a foreign language begun in high school should be advised to enroll in that language early in the course of their university studies so that they have the advantage of building on that foundation.

French 1314, 1324 and Spanish 1314, 1324 are not open to students with more than two years of that language in high school or proficiency above Novice. French 2314, 2324 and Spanish 2314, 2324 are not open to students with proficiency above Novice.

Students with strong backgrounds in foreign language may take the MLA Cooperative Foreign Language Examination in order to earn six or twelve hours credit in French, German, or Spanish. Usually, students who have a background of three years of high school study in the language with grades of A or B can earn six hours credit. Those with four or five years pre-university level study with grades of A or B may be able to earn twelve hours of credit. Native speakers of a language can usually earn twelve hours credit. The examinations are given during the first week of each quarter. Students who are interested in taking the examinations should sign up in the Department of Languages.

Students interested in majoring in French or Spanish need to begin the study of the language early in their course of studies in order to allow time for the development of language skills needed for upper level courses. Upper level courses are taught in the foreign language. Students who earn twelve hours credit through examination can complete the major with a relatively low number of additional hours. Students with the foreign language major as a second major are sought for in many career fields today, such as social work, teaching, and business.

The Language Center, Room A-250, is available to students, as well as foreign language faculty, for computer-assisted instruction; listening to tapes; small group practice in speaking, culture, and civilization projects; and foreign language club activities. Those interested in further information about the Center should see the Director, Dr. Nimmons.

NOTE: Students should be counseled to take the required language courses early in their studies. Sometimes students decide in their junior year that they would like to major in language. It is too late at that time to acquire the oral proficiency necessary for majoring in foreign languages.

GENERAL ELECTIVES--ADVANCED LEVEL

Listed below is a selection of courses that may be used as upper level electives and that do not have prerequisites other than Smith College requirements. To fulfill the graduation requirement of "...not fewer than 48 semester hours of upper level courses," students may be advised to select some of their general electives from these courses. According to the HBU Bulletin of Information 1994-96, "...students may register for one elective course each quarter on a pass-fail basis." The courses are as follows:

Art
- ART 3343 Art Appreciation

Bilingual Education
- EDBI 4314 Survey of Linguistics

Christianity
- CHRI 3314 History of Christianity
- CHRI 3333 Jesus and His Teachings
- CHRI 3344 Paul and His Letters
- CHRI 3353 Homiletics
- CHRI 3363 Evangelism
- CHRI 4333 Sociology of Religion
- CHRI 4334 Psychology of Religion
- CHRI 4343 Old Testament Prophets
- CHRI 4353 World Religions
- CHRI 4363 Philosophy of Religion
- CHRI 4383 Baptist History

Economics
- ECON 3301 American Economic History

English
- ENGL 3303 Elements of Professional Writing
- ENGL 3313 English Literature I
- ENGL 3323 English Literature II
- ENGL 3333 American Literature
- ENGL 3345 Technical Writing
- ENGL 3353 Creative Writing
- ENGL 3373 Shakespeare
- ENGL 4302 Advanced Rhetoric, Grammar, and Writing
- ENGL 4313-4319 Periods of English Literature
- ENGL 4323-4325 Periods of American Literature

Geography
- GEOG 3300 World Regional Geography

German
- GERM 3393 German Literature in Translation

History

HIST 3313 Colonial America
HIST 3323 Civil War and Reconstruction
HIST 3333 History of Texas
HIST 3353 History of England
HIST 3363 History of England
HIST 4313 The Gilded Age and After 1877-1916
HIST 4333 United States Foreign Policy
HIST 4352 The French Revolution and Napoleon
HIST 4353 Europe 1814-1870
HIST 4354 Europe Since 1871
HIST 4363 Twentieth Century America
HIST 4373 Studies in British History: Tudor-Stuart England
HIST 4374 Studies in British History: Victorian Britain
HIST 4375 Studies in British History: The British Empire
HIST 4376 Studies in British History: Modern Britain

Human Kinetics

KINE 3303 Team and Individual Sports for Secondary Schools
KINE 3363 Tests and Measurements in Human Kinetics
KINE 3396 Care and Prevention of Athletic Injuries

Mass Media

MASM 3303 Elements of Professional Writing
MASM 3333 Photojournalism
MASM 3345 Technical Writing
MASM 3353 Creative Writing
MASM 3373 Conference Methods

Philosophy

PHIL 3323 Ancient and Medieval Philosophy
PHIL 3343 Modern Philosophy
PHIL 4323 Ethics
PHIL 4353 World Religions
PHIL 4363 Philosophy of Religion

Physics

PHYS 4181 Special Topics
PHYS 4281 Special Topics
PHYS 4381 Special Topics
PHYS 4481 Special Topics

Political Science

POLS 3323 Urban Policy
POLS 3343 Judicial Process
POLS 3353 Contemporary Political Thought
POLS 3373 Legislative Process
POLS 3383 The Chief Executive
POLS 4313 Constitutional Law
POLS 4333 United States Foreign Policy
POLS 4353 International Relations

Psychology

PSYC 3303 Research Methods
PSYC 3313 Human Growth and Development
PSYC 3333 Social Psychology
PSYC 3363 Introduction to Interventive Skills
PSYC 4181 Special Topics
PSYC 4281 Special Topics
PSYC 4323 Theories of Counseling
PSYC 4326 Psychology of Death and Dying
PSYC 4330 Psychology of Learning
PSYC 4334 Psychology of Religion
PSYC 4353 Physiological Psychology
PSYC 4381 Special Topics
PSYC 4383 Motivation and Behavior

Social Work

SOCW 3303 Research Methods
SOCW 3333 Social Psychology
SOCW 3363 Introduction to Interventive Skills
SOCW 3374 Urban Sociology
SOCW 3393 Sociology of Childhood and Adolescence
SOCW 4310 Cross-Cultural Understanding
SOCW 4333 Sociology of Religion
SOCW 4343 Sociology of Middle Age and Aging

Sociology

SOCI 3303 Research Methods
SOCI 3323 History of Sociological Thought
SOCI 3333 Social Psychology
SOCI 3363 Introduction to Interventive Skills
SOCI 3374 Urban Sociology
SOCI 3383 Social Deviance and Disorganization
SOCI 3393 Sociology of Childhood and Adolescence
SOCI 4310 Cross-Cultural Understanding
SOCI 4333 Sociology of Religion
SOCI 4343 Sociology of Middle Age and Aging

Spanish

SPAN 3386 Spanish Conversation: Medical Spanish
SPAN 3387 Spanish Conversation: Advanced Medical Spanish
SPAN 3388 Spanish Conversation: Spanish for Travel or Residence
SPAN 3389 Spanish Conversation: Business Spanish
SPAN 3390 Spanish Conversation: Spanish in the Community

Speech

SPCH 3303 Dramatic Rhetoric
SPCH 3313 Public Speaking
SPCH 3324 Legal Communication
SPCH 3373 Conference Methods
SPCH 4313 The Rhetoric of Great Issues

INTERDISCIPLINARY COURSES (INDC) for 1994-95

Listed below are the topics for the Interdisciplinary Courses (INDC) for 1994-95. A student may select an INDC 2311, 2312, 2313, or 2314 (Great Issues of the 20th Century) to meet a Natural, Social, and Behavioral Sciences requirement and an INDC 2301, 2302, 2303, or 2304 (Culture and Human Experience) to fulfill the fine arts requirement.

SUMMER I **INDC 3301-01 Culture and Human Experience TBA**

TOPIC: "European Tour"

Team: Dr. Rhonda Furr, Chairman
Dr. John Hooker, College of Science/Math
Dr. John Suter, Library

INDC 3311-01 Great Issues of the 20th Century

TOPIC: "Values in Conflict"

Team: Dr. Randy Hatchett, Chairman
Dr. Nancy Yuill, College of Nursing

SUMMER II **INDC 3301-02 Culture and Human Experience 10:15-12:15 MTWT**

TOPIC: "Man and the Modern Age"

Team: Mr. Dan Kramlich, Chairman
Mr. Erik Mandaville
Mr. James Busby

FALL **INDC 2302-01 Culture and Human Experience 11:30-13:30 TT**

TOPIC: "Ancient and Medieval Culture"

Team: Mr. James Busby, Chairman
Dr. Rhonda Furr, College of Fine Arts
Dr. Randy Hatchett, College of Humanities
Dr. John Hooker, College of Science/Math
Dr. Jon Suter, Library

INDC 2312-01 Great Issues of the 20th Century 9:30-10:50 MWF

TOPIC: "Biomedical Ethics"

Team: Dr. Treacy Woods, Chairman
Dr. Gloria Biles, College of Humanities
Dr. Curtis Freeman, College of Humanities
Dr. Nancy Yuill, College of Nursing

INDC 2312-02 Great Issues of the 20th Century 18:00-19:55 MW

TOPIC "Cultural Literacy and Conflict"

Team: Dr. Michael Bordelon, Chairman
Dr. Gerda Smith

WINTER **INDC 2303-01 Culture and Human Experience 11:30-13:30 TT**

TOPIC: "Renaissance through 18th Century"

Team: Mr. James Busby, Chairman
Dr. Rhonda Furr, College of Fine Arts
Dr. Randy Hatchett, College of Humanities
Dr. John Hooker, College of Science/Math
Dr. Jon Suter, Library

INDC 2313-01 Great Issues of the 20th Century 9:30-10:50 MWF

TOPIC: "Death and Dying"

Team: Dr. Curtis Freeman, Chairman
Dr. Jim Hutchison, College of Education/
Behavioral Sciences
Dr. Nancy Yuill, College of Nursing

INDC 2313-02 Great Issues of the 20th Century 18:00-22:00 Th

TOPIC: "Europe 2000"

Team: Dr. Michael Bordelon, Chairman
Dr. Daton Dodson, College of Humanities

SPRING **INDC 2304-01 Culture and Human Experience 11:30-13:30 TT**

TOPIC: "19th and 20th Century"

Team Mr. James Busby, Chairman
Dr. Randy Hatchett, College of Humanities
Dr. John Hooker, College of Science/Math
Mr. Dan Kramlich, College of Fine Arts
Dr. Jon Suter, Library

INDC 2302-01 Culture and Human Experience 18:00-19:55 TT

TOPIC: "Ancient and Medieval Culture"

Team: Mr. Erik Mandaville, Chairman
Dr. Michael Bordelon, College of Humanities

INDC 2314-01 Great Issues of the 20th Century 9:30-10:50 MWF

TOPIC: "Contemporary Ethical Issues"

Team: Dr. Curtis Freeman, Chairman
Dr. Robert Driver, College of Business/Economics
Dr. Nancy Yuill, College of Nursing
Dr. Treacy Woods, College of Science/Math

8/01/94

"FOR I AM PERSUADED, THAT NEITHER DEATH, NOR LIFE, NOR ANGELS, NOR PRINCIPALITIES, NOR POWERS, NOR THINGS PRESENT, NOR THINGS TO COME, NOR HEIGHT, NOR DEPTH, NOR ANY OTHER CREATURE, SHALL BE ABLE TO SEPARATE US FROM THE LOVE OF GOD, WHICH IS IN CHRIST JESUS OUR LORD" (ROMANS 8: 38-39, THE HOLY BIBLE).

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INTERNATIONAL STUDENTS

Intensive English Institute

Recently the Intensive English Institute moved to the Houston Baptist University campus in order to provide support and opportunities for international students. The curriculum is designed to develop academic English language skills for students who are learning English as a second language. Upper level classes incorporate academic English language skills with cultural aspects of the American university experience.

Students are tested upon admission to the Intensive English Institute and placed in a level appropriate to their English proficiency. There are eight levels in the program. At each level, students study writing, reading, grammar, conversation, and listening skills. The classes are small with approximately 10 students per class. Students are in class twenty hours per week for 11 weeks. They are expected to complete one level per quarter. Enrollment dates in this program correspond to the enrollment dates of Houston Baptist University.

"NOTHING IN THE WORLD CAN TAKE THE PLACE OF PERSISTENCE. TALENT WILL NOT; NOTHING IS MORE COMMON THAN UNSUCCESSFUL MEN OF TALENT. GENIUS WILL NOT....THE WORLD IS FULL OF EDUCATED DERELICTS. PERSISTENCE AND DETERMINATION ALONE ARE OMNIPOTENT. THE SLOGAN "PRESS ON" HAS SOLVED AND ALWAYS WILL SOLVE THE PROBLEMS OF THE HUMAN RACE" (STONE, 1983, P. 80).

INTERNATIONAL STUDENTS--NOTES TO ADVISORS

1. TOEFL (Test of English as a Foreign Language)

The TOEFL is the admitting examination for international students. A total score of 550 or greater is required for undergraduates and graduates with an acceptable score on each of the subsections. (A score of 53 is the acceptable score on each subsection but this will not be specified in the Bulletin.)

Any prospective undergraduate student with a score between 525 and 549 will be allowed to come before the Admissions Committee. The Committee could admit the student under the condition that he/she enroll in the Intensive English Institute until a 550 on the TOEFL is achieved or a Level 8 is achieved. The student would be allowed to take one college course for credit, with the course to be selected by HBU. (This is not allowed for graduate students.)

International students entering as freshmen would not be required to submit SAT/ACT scores in addition to the TOEFL. (We are the only university on the survey that requires both TOEFL and SAT/ACT scores of international students.)

If international students do have SAT/ACT scores that meet our requirements, then they would not have to submit TOEFL scores.

Students who have earned bachelor's degrees or higher at an accredited U.S. college or university would not be required to submit a TOEFL score.

Native speakers of English, such as from Australia, New Zealand, British Isles, Canada, and South Africa, would not be required to submit a TOEFL score.

2. Academic Load for International Students

International students on student visas must be enrolled as full-time students, that is, for a minimum of 8 semester hours. For the first quarter, English 1303 is required unless the student has received transfer credit for English 1313.

"FEW OF US DO AS MUCH AS WE WANT TO FOR OTHERS, BUT THERE IS ONE GIFT WE CAN ALWAYS BESTOW – A SMILE" (HOLMES, 1982, p. 58).

International Students--Rules for F-1 Students

1. The International Study Advisor must be notified at least two (2) weeks in advance any time the F-1 student wants to leave the United States.

2. The F-1 student must enroll in a minimum of eight (8) semester hours per quarter. If the F-1 student drops a class, he/she must not drop below eight (8) semester hours.

3. The F-1 student must not be employed.

4. The F-1 student must report any change of address or phone number to the Director of Admissions immediately.

5. Any change in the status (transfers, etc.) of an F-1 student must be reported to the Director of Admissions immediately.

6. The F-1 student must keep his/her passport valid for at least six (6) months at all times.

I certify that I have read these rules and understand them. A copy of these signed rules has been given to me.

_____
Student signature

_____
Student name printed

_____
Date

MATHEMATICS AND SCIENCE PLACEMENT

All Degrees

1. Students with SAT Math scores below 400 or ACT standard scores below 18 must take Math 1304 before enrolling in Math 1313.

2. Students with SAT Math scores above 400 or ACT standard scores above 18 should take Math 1313.

3. All Business majors are required to take MATH 1314, Finite Mathematics. MATH 1314 has MATH 1313 as its prerequisite.

BS Candidates

1. All students are required to take two science courses with laboratories (7-8 semester hours) for a BS degree. Courses for non-science majors should be selected from the following courses:

   CHEM 1404, Introductory Chemistry BIOL 2404, Human Anatomy I
   BIOL 1404, Introductory Biology BIOL 2414, Human Anatomy II
   BIOL 1414, Introductory Microbiology

2. Elementary Education students should use BIOL 1404 and CHEM 1404 to meet their Smith College science requirements. These courses cover the essential elements that will be covered on their EXCET examination.

3. Students weak in math (scoring less than 400 on the SAT or less than 18 on the ACT) must take MATH 1304, Introductory Algebra, before taking any science course.

4. Most science students, including premed and predent students, are required to take a calculus-based physics. Many students majoring in science have strong high school math backgrounds. (If a student has had a course in high school, he should make his own decision whether to repeat prerequisite courses for the course he has completed.) The math course that a science student should take his first quarter at HBU should be based on his math background. If a student made 400 or higher on the SAT or above 18 on the ACT, the following is a suggested guideline:

Course Taken in High School	Courses To Take at HBU
No Math	Math 1313, 1323, 1434, 2434*
Algebra Only	Math 1323, 1434, 2434
Algebra and Trigonometry	Math 1434 and 2434
Algebra, Trigonometry and Precal	Math 1434 and 2434
Calculus	Math 2434

IF A STUDENT HAS A WEAK BACKGROUND (a grade of a C or below) IN ANY OF THE ABOVE COURSES, HE SHOULD REPEAT THAT COURSE EVEN THOUGH HE TOOK THAT COURSE IN HIGH SCHOOL.

*Math 1313, College Algebra Math 1323, Trigonometry
Math 1434, Precalculus Math 2434, Calculus I

MISSIONARIES

Southern Baptist missionaries are strategically at work in Africa, Europe, the Middle East, Latin America, and Asia. This statement is prepared to help you understand something of what the missionary encounters in overseas service. Though the candidate will have additional preparation for his task, including orientation and language school, this preparation helps only people who already have the basic dedication and effectiveness for missionary service.

1. Missionaries must be physically and mentally able to handle a heavy work load. They work among people with cultures and languages quite different from their own. The ensuing adjustment can be quite severe.

2. Missionaries often find themselves in the midst of problems created by rising national consciousness as well as racial crosscurrents. They must be able to meet suspicion, criticism, or antagonism with understanding and forgiveness.

3. Since leadership of an indigenous church must pass into the hands of nationals as soon as possible, missionaries must be able to share authority and, if indicated, work under local leaders whose preparation might not equal their own.

4. The organization of missionaries in a particular country, called the Mission, is a closely knit fellowship. The very closeness of the group can set the stage for painful friction if a person is not able to work and wear well.

5. For the missionary family there are special problems of rearing and educating children, of maintaining wholesome Christian family life, and of isolation experienced at times when the husband or wife travels.

6. The basic missionary task, whatever one's particular training and responsibility, is witnessing to the redeeming power of Jesus Christ. Every missionary must have basic spiritual depth and maturity to lead others to Christ and to lead new Christians to grow in the faith.

7. Finally, the totality of all the above calls for men and women of prayer and dependence upon the Holy Spirit.

Louis R. Cobbs, Director
Personnel Selection Department
Foreign Mission Board, SBC

MUSIC--ADVISING BA/BS CANDIDATES

MEMORANDUM

TO: Jerry Ford, Dean of Smith College

FROM: Robert Linder

SUBJECT: Advising BA/BS candidates (Music as second major)

All freshman and transfer students who list "Music" as their second major should be sent to the Music Office for advising before completing their registration. The academic advisor may help the student select up to seven hours of non-music courses, but approximately six hours should be reserved for music courses each quarter.

Placement tests and auditions are also necessary for all new music students.

RL/dj

"NOBODY GETS MORE OUT OF A SURPRISE PARTY THAN THE PEOPLE WHO PLAN IT" (HOLMES, 1982, P. 58).

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MUSIC STUDENTS--ADVISING BM CANDIDATES

1. If a student is academically strong (and has received credit for courses through CLEP or other advanced placement), he should be advised to take two SCR (Smith College Requirement) courses per quarter, other than KINE, from the beginning.

2. Students who have more difficulty academically and who would likely do poorly carrying two SCR courses with a full music load should be advised to take one SCR course (or one in addition to a KINE course) and to limit their load to 12 hours per quarter. At the same time, they should be advised that such a track will undoubtedly require one or two summer sessions or five years to complete.

3. Students who are working in a church or other job more than 10 hours per week should be advised from the beginning to expect to take a minimum of five years to graduate, to take only one SCR course per quarter, and to limit their load to 11 hours per quarter.

4. In the event that a student should be advised to take no SCR course, the advisor should send a memo to Dr. Ford explaining the circumstances for such action. Without such a memo, the registration will be questioned.

The above should result in a policy which enables a student to excel academically as he formulates a degree plan within a more flexible framework. Such flexibility should allow one to determine a time-frame which would best accommodate work load, academic acumen, financial solvency, and personal situation, thus enhancing one's chances of doing very well in all areas of collegiate endeavor.

NOTE: **Private music lesson course numbers must be obtained from the office of theDean of Fine Arts (A25).**

"ADVISING IS THE BEST WAY
TO BECOME EDUCATED
ABOUT THE UNIVERSITY"
(COLLEGE OF SCIENCES AND
HUMANITIES, UNDATED, p. 1).

MUSIC--HBU'S CHORAL ENSEMBLES

One Credit ensembles open to all who qualify - - - -

NOT RESTRICTED to Music Majors.

Please send student tc Dr. Wehr (A29, ext. 2253) or Dr. Richard Collins, opera, (A237, ext. 2219) for further information.

UNIVERSITY CHORUS (13:40 - 15:40 TTh) Mabee Theater

MUVE 0101, thirty to fifty voices. Rehearsal and performance of larger works for chorus, some with orchestra. Open to all students and faculty families. Voice check required for section placement. Scheduled each quarter.

UNIVERSITY SINGERS (12:30 - 13:50 MWF) Room A-244

MUVE 0141, twenty-five to thirty-five voices. Rehearsal and performance of the finest music written for the select choral ensemble, both on and off campus. Musicians from this choir are chosen to participate in highly select vocal ensembles such as Joyful Sound. By audition only. Scheduled each quarter.

OPERA WORKSHOP (15:50 - 17:50 TTh)

MUAP 1129. The study of all facets of musical theatre, including rehearsal and performance of a variety of works for the stage. Participation by permission of the director.

"THERE IS NO THRILL QUITE LIKE DOING SOMETHING YOU DIDN'T KNOW YOU COULD" (HOLMES, 1982, p. 58).

MUSIC--HBU'S INSTRUMENTAL ENSEMBLES

OPEN to all instrumentalists, both music majors AND non-music majors

ONE HOUR CREDIT for each ensemble

Please send interested students to Robert Zwick (Band Room-A254) or Robert Linder (Music Office-A25).

SYMPHONIC BAND - MWF (12:30 - 13:50)

MUIE 0101. A large symphonic grouping of all band instruments for the purpose of performing the band literature in concert. Concerts are performed on campus and off with a minimum of extracurricular responsibilities.

JAZZ BAND - TTh (11:30 - 13:30)

MUIE 0181. A jazz-oriented ensemble open to all students. Musical styles include jazz, rock, and swing. Development of improvisation featured. Concerts are performed on campus and off, ALONG WITH APPEARANCES AT JAZZ FESTIVALS WITH A MINIMUM OF EXTRACURRICULAR RESPONSIBILITIES.

UNIVERSITY ORCHESTRA - See Dean of Fine Arts.

UNIVERSITY HANDBELLS - F (13:40 - 15:40)

MUIE 0131. Rehearses and performs sacred and secular literature for handbell choirs. Basic music reading skills required. (See Dr. Robert Reid-A32).

GUITAR ENSEMBLE - Weekly (TBA)

MUIE 0151. Rehearses and performs classical guitar literature. Participation by permission of director.

MANY EXCELLENT HIGH SCHOOL BAND STUDENTS ARE ATTENDING HBU AND MAJORING IN ONE OF OUR FINE DEGREE PROGRAMS OTHER THAN MUSIC. PLEASE HELP US TO KEEP BAND IN THEIR LIVES.

THE PREAMBLE TO THE BY-LAWS

HOUSTON BAPTIST UNIVERSITY

The Houston Baptist University is a Christian Liberal Arts University dedicated to the development of moral character, the enrichment of spiritual lives,and the perpetuation of growth in Christian ideals. Founded under the providence of God and with the conviction that there is a need for a university in this community that will train the minds, develop the moral character, and enrich the spiritual lives of all people who may come within the ambit of its influence, HOUSTON BAPTIST UNIVERSITY shall stand as a witness for Jesus Christ expressed directly through its administration, faculty, and students. To assure the perpetuation of these basic concepts of its founders, it is resolved that all those who become associated with Houston Baptist University as a trustee, officer, member of the faculty or of the staff, and perform work connected with the educational activities of the University, must believe in the divine inspiration of the Bible, both the Old Testament and New Testament, that man was directly created by God, the virgin birth of Jesus Christ, our Lord and Savior, as the Son of God, that He died for the sins of all men and thereafter arose from the grave, that by repentance and the acceptance of and belief in Him, by the grace of God, the individual is saved from eternal damnation and receives eternal life in the presence of God; and it is further resolved that the ultimate teachings in this University shall never be inconsistent with the above principles (Houston Baptist University Bulletin of Information 1992-94, p. 12).

"JESUS SAITH UNTO HIM, I AM THE WAY, THE TRUTH, AND THE LIFE: NO MAN COMETH UNTO THE FATHER, BUT BY ME"
(JOHN 14:6, THE HOLY BIBLE).

REMINDER--ARE YOU A GOOD ADVISOR?

Often, the only evidence of an advising job well done is a student's genuine thanks. Answering a few on-target self-evaluative questions honestly may provide you with an objective look at your day-to-day performance.

- If your advisees were to "grade" you, what would you get?
- Do you give each advisee the same time and consideration?
- Do you greet students by name, approaching each in a positive, friendly manner?
- Are you doing things the same way now as you did five years ago?
- If you could change the way your office is run in any way, what would it be? Is there any possibility of instituting this change, or a compromise?
- How often do you ask colleagues for feedback?
- If you supervise others, are you utilizing their abilities/talents effectively?
- When referring students to other offices, do you help them "connect" by providing the names and phone numbers of people to contact?
- How is your "office sensitivity"?
- Do you attempt to help students choose courses which relate to each other as well as to their entire program of study?
- If you were a student, would you go to "you" for advice? Why or why not?
- Do you treat all students equitably and with respect--no matter what their age, race, sex, or religious preference?
- Have your ways to handle student problems become stereotyped and repetitive? How often can you say that you dealt with a problem creatively?

These questions are meant to serve as a springboard to others. It is hoped they will prompt a few of your own which can only help to make a good advisor better (Jeffery, 1988, p. 2+).

REMINDER--MEASURING ADVISORS

IN MEASURING HOW ADVISORS FARE,

ASK DO THEY KNOW?

ARE THEY THERE?

BUT MOST OF ALL,

ASK DO THEY CARE?

IF THEY DON'T KNOW,

WHO KNOWS?

IF THEY'RE NOT THERE,

WHO IS?

IF THEY DON'T CARE,

WHO DOES?

IN MEASURING HOW ADVISORS FARE,

ASK DO THEY KNOW?

ARE THEY THERE?

BUT MOST OF ALL,

ASK DO THEY CARE?

WES HABLEY, AMERICAN COLLEGE TESTING PROGRAM

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APPENDIXES

APPENDIX A

HOUSTON BAPTIST UNIVERSITY

SMITH COLLEGE OF GENERAL STUDIES

ENGLISH AND FOREIGN LANGUAGES ADVISING TABLE 1994-95

SUBJECT AREA	TESTS	SCORES	DEGREES	REQUIREMENTS
English*	ACT	Below 18	All**	ENGL 1303
	ACT	18+	All**	ENGL 1313
	AP	3	All Bachelor's	ENGL 1323
	AP (with Essay)	4 or 5***	All Bachelor's	None
	CBA-N (with Essay)	550	All Bachelor's	ENGL 1323
	CLEP	560+	All**	ENGL 1323
	GED	Below 60	All**	ENGL 1303
	GED	60+	All**	ENGL 1313
	SAT (Verbal)	Below 400	All**	ENGL 1303
	SAT (Verbal)	400+	All**	ENGL 1313
	TOEFL****	Below 550	All**	ENGL 1303 and SPCH 1304
	TOEFL****	550+	All**	ENGL 1313
	TSWE	Below 40	All **	ENGL 1303
	TSWE	40+	All**	ENGL 1313
	No Tests	Poor or good high school English grades	All**	ENGL 1303
French	AP-Literature	3	All**	None
	AP-Language	3	All**	None
	AP-Language	4 or 5	All**	None
	No Test	None	All**	FREN 1314
	No Test	1 or 2 yrs. FL	All**	FREN 1314 or FREN 1324
	No Test	3 yrs. FL	All**	FREN 2314 or FREN 2324
	No Test	4 or more yrs. FL	All**	FREN 3314 or FREN 3324
German	AP-Literature	3	All**	None
	AP-Language	3	All**	None
	AP-Language	4 or 5	All**	None
	No Test	None	All**	GERM 1314
	No Test	1 or 2 yrs. FL	All**	GERM 1314 or GERM 1324
	No Test	3 yrs. FL	All**	GERM 2314 or GERM 2324
	No Test	4 or more yrs. FL	All**	GERM 3313 or GERM 3323

Spanish	AP-Literature	3	All**	None
	AP-Language	3	All**	None
	AP-Language	4 or 5	All**	None
	No Test	None	All**	SPAN 1314
	No Test	1 or 2 yrs. FL	All**	SPAN 1314 or SPAN 1324
	No Test	3 yrs. FL	All**	SPAN 2314 or SPAN 2324
	No Test	4 or more yrs. FL	All**	SPAN 3314 or SPAN 3324

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* Advisor, see page 163 of the Academic Advising Handbook 1994-95 for details.
** All includes the ADN Program as well as all bachelor's degrees.
*** Departmental approval following review of a required essay. Refer student to Dr. Peavy.
**** Advisor, see page 177 of the Academic Advising Handbook 1994-95 for details.

Jerry Ford, Ed.D., Dean
Smith College and Student Academic Services

APPENDIX B

HOUSTON BAPTIST UNIVERSITY

SMITH COLLEGE OF GENERAL STUDIES

BUSINESS, CHRISTIANITY, AND HISTORY ADVISING TABLE 1994-95

SUBJECT AREA	TESTS	SCORES	DEGREES	REQUIREMENTS
Business (Computer Science)	CLEP	71st %	All Bachelor's	None
Christianity*	None	None	All Bachelor's	CHRI 1313
	None	None	All Bachelor's	CHRI 1323
	None	None	All Bachelor's	CHRI 2333, 2343, 2353, or 2363
U.S. History**	AP	3	All Bachelor's	HIST 2323
	AP	4 or 5	All Bachelor's	None
	CLEP (to 1865)	560+	All Bachelor's	HIST 2323
	CLEP (1865 on)	560+	All Bachelor's	HIST 2313

* Advisor, see page 158 of the Academic Advising Handbook 1994-95 for details. Students should take Christianity courses in sequence as listed above.

** See Appendix D of the Academic Advising Handbook 1994-95 or pages 41-43 of the HBU Bulletin of Information 1994-96 for details.

Jerry Ford, Ed.D., Dean
Smith College and Student Academic Services

APPENDIX C

HOUSTON BAPTIST UNIVERSITY

SMITH COLLEGE OF GENERAL STUDIES

MATHEMATICS AND SCIENCE ADVISING TABLE 1994-95

SUBJECT AREA	TESTS	SCORES	DEGREES	REQUIREMENTS
Math/ Science	ACT*	Below 18	All Bachelor's	MATH 1304
	ACT*	18+	All Bachelor's	MATH 1313
	ACT*	18+	All Bachelor's	Lab Science
	AP (Biology)	4 or 5	All Bachelor's	See Dr. Gaultney
	AP (Calculus AB)	3	BBA, BS, or BSN	See Dr. Gaultney
	AP (Calculus AB)	4 or 5	BBA, BS, or BSN	See Dr. Gaultney
	AP (Chemistry)	4 or 5	All Bachelor's	See Dr. Gaultney
	CBA-N (Biology)**	560+	BBA, BS, or BSN	See Dr. Gaultney
	CBA-N (Chemistry)**	560+	BBA, BS, or BSN	See Dr. Gaultney
	CBA-N (Math I)**	550+	BA or BM	None
	CBA-N (Math II)**	550+	BBA, BS, or BSN	See Dr. Gaultney
	CLEP (Algebra)**	560+	BA or BM	None
	CLEP (Algebra)**	560+	BBA, BS, or BSN	See Dr. Gaultney
	CLEP (Algebra/Trig)**	560+	BA or BM	None
	CLEP (Algebra/Trig)**	560+	BBA, BS, or BSN	See Dr. Gaultney
	CLEP (Biology)**	560+	BBA, BS, or BSN	See Dr. Gaultney
	CLEP (Chemistry)**	560+	BBA, BS, or BSN	See Dr. Gaultney
	CLEP (Trigonometry)**	560+	BBA, BS, or BSN	See Dr. Gaultney
	GED	Below 60	All Bachelor's	MATH 1304
	GED	60+	All Bachelor's	MATH 1313
	GED	60+	All Bachelor's	Lab Science
	SAT (Math)*	Below 400	All Bachelor's	MATH 1304
	SAT (Math)*	400+	All Bachelor's	MATH 1313
	SAT (Math)*	400+	All Bachelor's	Lab Science
	No Tests	Poor h.s. math grades	All Bachelor's	MATH 1304
	No Tests	Good h.s. math grades	All Bachelor's	MATH 1313
	No Tests	Good h.s. math grades	All Bachelor's	Lab Science

* Advisor, see page 179 of the Academic Advising Handbook 1994-95 for details.

** See Appendix D of the Academic Advising Handbook 1994-95 or pages 41-43 of the HBU Bulletin of Information 1994-96 for details.

Jerry Ford, Ed.D., Dean
Smith College and Student Academic Services

APPENDIX D

HOUSTON BAPTIST UNIVERSITY

ADVANCED PLACEMENT ADVISING TABLE 1994-96

CREDIT AREA	APPROVED EXAMINATION	SEM. HRS. CREDIT	EQUIVALENT H.B.U. COURSE	REQUIRED STD. SCORE
Accounting	CLEP Subject: Intro. Acct.	6 hrs. cr.	ACCT 2301, 2303	71st%
Biology	College Board Achievement: Biology	4 hrs. cr.	BIOL 2454	560
	CLEP Subject: Biology	4 hrs. cr.	BIOL 2454	71st%
	Advanced Placement: Biology	4 hrs. cr.	BIOL 2454	4 or 5
Chemistry	College Board Achievement: Chemistry	4 hrs. cr.	CHEM 2413	560
	CLEP Subject: Chemistry	4 hrs. cr.	CHEM 2413	71st%
	Advanced Placement: Chemistry Chemistry	4 hrs. cr. 4 hrs. cr.	CHEM 1404 CHEM 2413	3 4 or 5
Computer Info. Systems	CLEP Subject: CISM Computer Applications	3 hrs. cr.	CISM 1321	71st%
Economics	CLEP Subject: Intro. Macro.	3 hrs. cr.	ECON 2301	71st%
	CLEP Subject: Intro. Micro.	3 hrs. cr.	ECON 2303	71st%
English	CLEP Subject: Freshman Engl. with Essay	3 hrs. cr.	ENGL 1313	71st%

CREDIT AREA	APPROVED EXAMINATION	SEM. HRS. CREDIT	EQUIVALENT H.B.U. COURSE	REQUIRED STD. SCORE
English	College Board Achievement – National:			
	Engl. Comp.	3 hrs. cr.	ENGL 1313	550
	Advanced Placement:			
	Lang. & Comp.	3 hrs. cr.	ENGL 1313	3
	Lit. & Comp.	6 hrs. cr.	ENGL 1313, 1323	4 or 5
French	Advanced Placement:			
	Literature	12 hrs. cr.	FREN 1314, 1324, 2314, 2324	3
	Language	9 hrs. cr.	FREN 1314, 1324, 2314	3
	Language	12 hrs. cr.	FREN 1314, 1324, 2314, 2324	4 or 5
German	Advanced Placement:			
	Literature	12 hrs. cr.	GERM 1314, 1324, 2314, 2324	3
	Language	9 hrs. cr.	GERM 1314, 1324, 2314	3
	Language	12 hrs. cr.	GERM 1314, 1324, 2314, 2324	4 or 5
History	Advanced Placement:			
	U.S. History	3 hrs. cr.	HIST 2313	3
	U.S. History	6 hrs. cr.	HIST 2313, 2323	4 or 5
	CLEP Subject: U.S. History to 1865	3 hrs. cr.	HIST 2313	71st%
	U.S. History 1865 on	3 hrs. cr.	HIST 2323	71st%
Management	CLEP Subject: Intro. Mgmt.	3 hrs. cr.	MGMT 3301	71st%
Marketing	CLEP Subject: Intro. Mktg.	3 hrs. cr.	MKTG 3301	71st%

CREDIT AREA	APPROVED EXAMINATION	SEM. HRS. CREDIT	EQUIVALENT H.B.U. COURSE	REQUIRED STD. SCORE
Math	College Board Achievement:			
	Math Level 1	3 hrs. cr.	MATH 1313	550
	Math Level 2	3 hrs. cr.	MATH 1323	550
	CLEP Subject:			
	Algebra	3 hrs. cr.	MATH 1313	71st%
	Trigonometry	3 hrs. cr.	MATH 1323	71st%
	Algebra/Trig.	4 hrs. cr.	MATH 1434	71st%
	Advanced Placement:			
	Calculus AB	4 hrs. cr.	MATH 1434	3
	Calculus AB	8 hrs. cr.	MATH 1434, 2434	4 or 5
	Calculus BC	4 hrs. cr.	MATH 2434	3
	Calculus BC	8 hrs. cr.	MATH 2434, 2444	4 or 5
Spanish	Advanced Placement:			
	Literature	12 hrs. cr.	SPAN 1314, 1324, 2314, 2324	3
	Language	9 hrs. cr.	SPAN 1314, 1324, 2314	3
	Language	12 hrs. cr.	SPAN 1314, 1324, 2314, 2324	4 or 5

Note: On CLEP Subject Area test, the required score is either as stated above or, if not stated, at the 71st% percentile.

(From Houston Baptist University Bulletin of Information 1994-1996)

APPENDIX E

REGISTRATION QUESTIONS

WHAT TO DO IF A STUDENT . . . . .

wants to add or drop a course

Only one student-initiated schedule change is allowed each quarter, and the dates for doing this are included in the Bulletin of Information.

During the period after preregistration and until the distribution of the first class rolls, the advisor's signature is the only faculty signature required to add/drop a course. After that time, the signatures of all concerned professors (including the advisor) are required.

Addition of a class is not permitted after the last day to add a class published in the Bulletin of Information. Withdrawal from class is not permitted after the withdrawal date published in the Bulletin of Information except under special circumstances (see "Complete Withdrawal" in the Bulletin of Information).

wants to change class status (alpha to pass/fail or vice versa)

The assumption in all classes is that the course is taken on an alpha basis. A change in status is permissible only during the period of registration and must be accomplished on an add/drop form or registration process form prior to the last day to add a class.

is not listed on my class roll

Students who are not listed on the roll must be sent to the University Registrar's Office to clarify their registration status and must not be permitted to attend class without clearance from the Registrar's Office and the Business Office. Students who are not properly registered for a course and whose names do not appear on the 12th day class roll will NOT receive a grade for the course. Responsibility for that rests jointly on the student and on the professor.

is listed on my class roll with the notation "must pay"

Students so designated are in the right class but must present proof of business office clearance to remain in the class. Do not continue to allow the student to attend class.

wants to withdraw from the University after the "W" day

A student who is withdrawing from all courses in the University may do so with the permission of the University Registrar, at any time prior to the beginning of the final examination period with a grade of "W." The student must demonstrate that the withdrawal is due to circumstances beyond his or her control.

APPENDIX F

GRADE QUESTIONS

WHAT TO DO IF A STUDENT . . . . .

is not listed on my grade request sheet

Check with the Registrar's Office to clarify the student's status. DO NOT write in the student's name unless authorized to do so by the Registrar's Office.

is not designated as taking the class pass/fail

A student must opt to change class status during the period of open registration and may not change status either way once registration is closed. Check with the Registrar's Office to clarify the student's status.

is listed on the grade request but has never attended

A student is responsible for his own withdrawal from a class. If the student's name is listed and no grade of "W" is recorded, the student has not officially withdrawn and should be given an "F."

is actively enrolled but missed the final examination without explanation

The instructor may assign a grade of "NR." On the last day of late registration for the next quarter, an "NR" automatically becomes an "F" on the last day to register for the next quarter. NOTE: A grade of IS/IU is not appropriate under the circumstances.

requests an incomplete in my course

An incomplete in a course is to be given under very restricted circumstances. It must be requested on a special form by the student and approved by the instructor and the instructor's dean.

The form must indicate the basis for giving the incomplete, exactly what must be done by the student to remove the incomplete, and the name of the faculty member who will be able to certify that the work has been done in the forced absence of the instructor. In approving this form, the instructor does not give the student permission to sit through class again.

An incomplete is not a substitute for a low or failing grade. The grade earned should be assigned and the student encouraged to repeat the course officially. At the end of one academic quarter, the incomplete is automatically changed to an "F" unless it is officially removed.

is entitled to have his grade changed

It is necessary for the instructor changing the grade to do so in person in the Registrar's Office. A grade change must also have the approval of the dean of the college.

HOUSTON BAPTIST UNIVERSITY

REFERRALS

You may find yourself wearing several hats as a faculty advisor, but you will also discover that extensive, enthusiastic, and professional help is available to you in your advising role. Students can be referred to the many services available to them on campus; a phone call is sometimes all that is necessary to connect an advisee with the special help or information needed. Specific kinds of referrals are listed below.

KIND OF REFERRAL AND RESPONSIBLE OFFICE

Academic Affairs	3232
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Warning continued	
Probation	
Probation continued	
Suspension	
Accounting (College of Business)	3325
Acquisitions (Library)	2303
Activities center — Glasscock Activities Center	3251, 2281
Admissions Office (undergraduate)	3290, 3291,3211
ADN Program (College of Nursing)	3430
Advanced Placement (CLEP Exams) — Admissions Office (under graduate)	3211
Advanced Placement — Registrar's Office	2343
Advising (graduate) — Business (Dr. Bruce Garrison)	3325
(Dr. Carter Franklin)	3322
Education (Dr. Sebron Williams)	3240
MLA (Dr. Newell Boyd)	3269
Psychology (Dr. Thomas Holland)	2264
Advising (undergraduate) — Smith College	3331
Advisor assignment	3331
Advising folder	3331
Change of advisor (special form required)	3331
Advising center (College of Business)	2342
Advising folder (undergraduate) — Smith College	3331
Advisor assignment (undergraduate) — Smith College	3331
Alumni	3462
Ambulance	222-3434
American Disabilities Act (ADA) — Vice President for Financial Affairs	3256
Art building	271-7213
Art barn	2210
Association of Women Students — Student Affairs	3238
Athletics	3414, 3250
Director of Athletics	3314
Director of Sports Information	3342
Director of Sports Medicine	3328
Baseball	3332
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Volleyball	2330
Attendance in class — course instructor/Registrar's Office	2214
Auditing a class — Registrar's Office	3213
Automobile registration — Student Affairs	3238
Bilingual Education	2268
Biology	2382
Bookstore — University Bookstore	3255, 3258
BSN Program (College of Nursing)	3300
Bulletin (Catalog) additions/corrections — Enrollment Services (Dr. Byrnes)	3203
Bulletin (Catalog) interpretations — Registrar's Office	3212
Business Administration (College of Business)	3325
Business and Economics	3325
Business Office	2218
Calendar (University) /scheduling events — Student Affairs	3238
Campus Dining	3259
Campus Ministries	3393
Campus organizations — Student Affairs	3238
Campus police — University Police	3318
Career counseling — Career Services	3359
Career Services	3359
Catalog (Bulletin) additions/corrections — Enrollment Services (Dr. Byrnes)	3203
Catalog (Bulletin) interpretation — Registrar's Office	3212
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Challenge examinations — Registrar's Office	2343
Change of advisor (undergraduate) — Smith College (special form required)	3331
Chemistry	2371
Chemistry Lab	2370
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Church Relations — Religious Affairs	3355
Church vocations — Center for Exploring Ministry Careers	2340, 2393
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Class attendance — course instructor/Registrar's Office	2214
CLEP Examinations — Admissions Office	3211
College of Business and Economics	3325
College of Education and Behavioral Sciences	3240
College of Fine Arts	3338
College of Humanities	3282
College of Nursing	3300
College of Science and Math	2374
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Commencement — Registrar's Office	2215
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Computer Information Systems — College of Business	3325
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Convocation — Student Affairs 3238
Counseling (personal) — Counseling Services 2264
Counseling Services — College of Education and Behavioral Sciences 3240
Course changes (drop/add) — Registrar's Office 3213
Creative Writing — Languages (Dr. Jim Ulmer) 2327
Credit/no credit — Registrar's Office 3213
Crisis/emergency — University Police 3318
Data Base Services (Library) 2225
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Debate 2248
Degree plan forms/questions — Registrar's Office 2215
Disabilities — Vice President for Financial Affairs 3256
Disabled — Vice President for Financial Affairs 3256
Diversity/discrimination — Vice President for Financial Affairs 3256
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Eating disorders — Counseling Services 3240
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Education (graduate) 3241
Education and Behavioral Sciences 3240
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Enrollment Services 3203
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Food services — ARA Services, Inc. 3259
Fraternities/sororities — Student Affairs 3238
Full-time jobs — Career Services 3359
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GMAT (test administration) 3238
Government (Student Senate) — Student Affairs 3238
Grade dispute
1. Begin with course instructor.
2. If dissatisfied, see department chair.
3. If dissatisfied, see dean of college.
4. Submit written appeal to college standards committee.
Grade questions — Registrar's Office 3213
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Class absences (course instructor) (special form required)
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Career Services 3359
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Financial Aid Office 3204
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Nursing 3300
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Overdue books (Library) 3304
Panhellenic Association — Student Affairs 3238
Parking regulations — University Police 3318
Part-time jobs — Career Services 3359
Pass/fail courses — Registrar's Office 3213
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Scheduling events/University calendar — Student Affairs 3238
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Stress/anxiety — Counseling Services 3240
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Student Senate (student government) — Student Affairs 3238
Substance abuse — Counseling Services 3240
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